

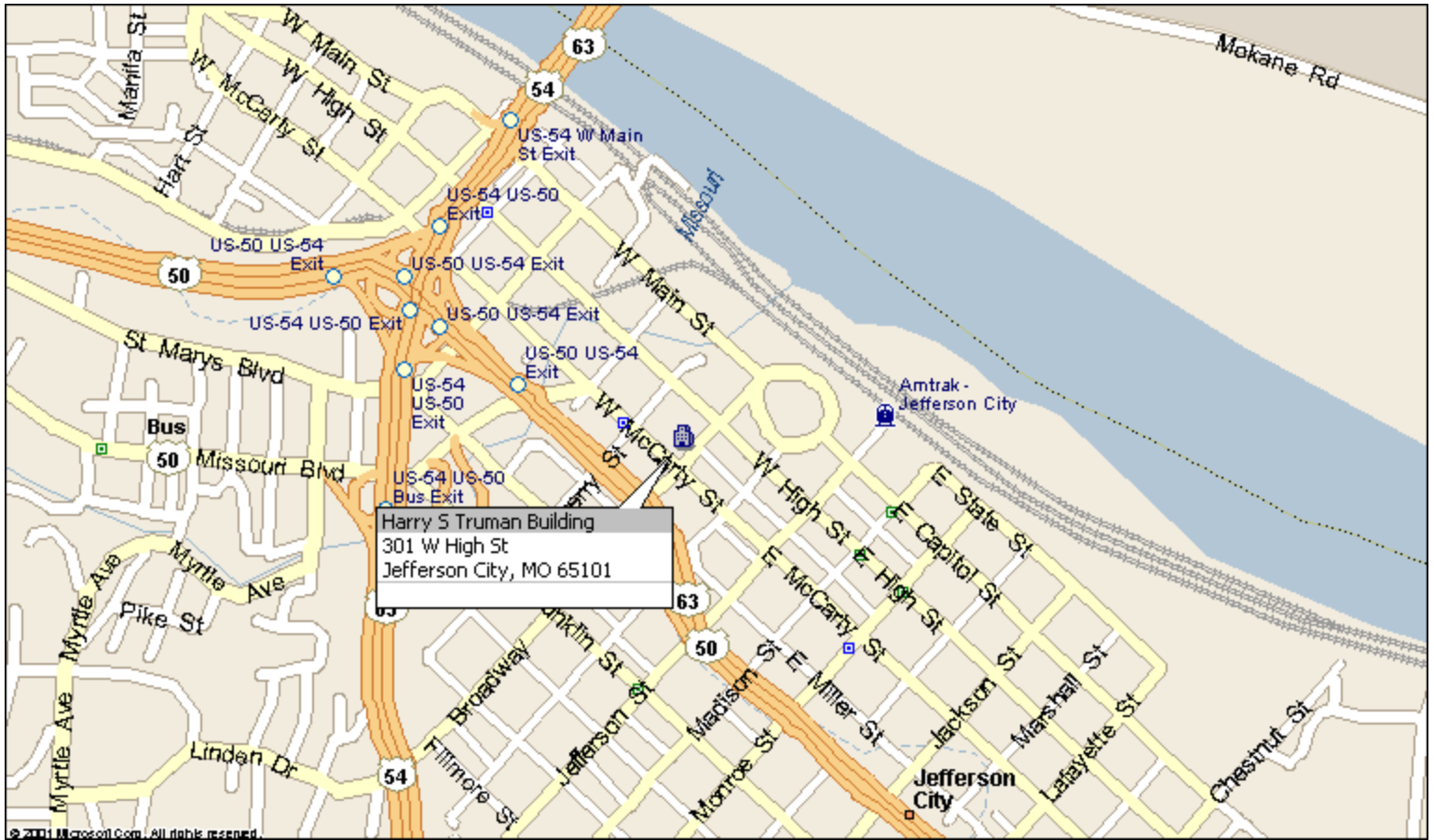
# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**10:00 AM  
Thursday  
February 10, 2005**

**Room 492  
Truman State Office Building  
Jefferson City**

## Truman Building Map



**Visitor Parking Lots are available around the Truman State Office Building. Many lots are metered. Some lots to try are Lot 9, at the corner of Missouri Blvd. and High Street; Lot 11, on High Street behind St. Peters Church, across from the Truman Bldg.; and Lot 12, Missouri Blvd. at W. Main Street.**

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## **COORDINATING BOARD FOR HIGHER EDUCATION**

**Lowell C. Kruse**, Chair, St. Joseph

**Diana Bourisaw**, St. Louis

**Marie Carmichael**, Springfield

**Sandra D. Kauffman**, Kansas City

**Robert L. Langdon**, Lexington

**Kathryn F. Swan**, Cape Girardeau

**Gregory Upchurch**, St. Louis

**Earl Wilson, Jr.**, St. Louis

**Mary Joan Wood**, Cairo

TIME: 10:00 AM  
Thursday  
February 10, 2005

PLACE: Room 492  
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Jefferson City

**Coordinating Board for Higher Education  
Schedule of Events  
Jefferson City  
February 9 and 10, 2005**

**Wednesday, February 9**

10:00 AM	Council on Public Higher Education Forum 701 S. Country Club Dr., Farm Bureau Building
1:30 PM	MCCA Presidents/Chancellors Council Meeting MCCA Office, Jefferson City
2:00 PM – 5:00 PM	CBHE Work Session MDHE Offices, 3515 Amazonas Drive
Evening, TBD	Joint COPHE/MCCA Meeting Madison's Café , 216 Madison Street

**Thursday, February 10**

8:30 AM – 9:45 AM	CBHE Presidential Advisory Committee Meeting Room 490, Truman State Office Building
10:00 AM	Coordinating Board for Higher Education Meeting Room 492, Truman State Office Building

**COORDINATING BOARD FOR HIGHER EDUCATION  
PRESIDENTIAL ADVISORY COMMITTEE**

Presiding – Chairman – James Scanlon

TIME: 8:30 AM – 9:45 AM  
Thursday  
February 10, 2005

PLACE: Room 490  
Truman State Office Building  
Jefferson City

**AGENDA**

	<u>Tab</u>
I. State Student Financial Aid Program Processing Report and Recommendations	A
II. FY 2006 Budget Update	H
III. Summary of Proposed Legislation Related to Higher Education	I
IV. Other Items	

**COORDINATING BOARD FOR HIGHER EDUCATION  
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute  
February 2005**

**Public Four-year Colleges and Universities**

Dr. Bobby Patton  
President  
Central Missouri State University  
Administration 202  
Warrensburg 64093

Dr. Henry Givens, Jr.  
President  
Harris-Stowe State College  
3026 Laclede Avenue  
St. Louis 63103

Dr. Carolyn Mahoney  
President  
Lincoln University  
820 Chestnut  
Jefferson City 65101

Dr. Julio Leon  
President  
Missouri Southern State University - Joplin  
3950 East Newman Road  
Joplin 64801

Dr. James Scanlon  
President  
Missouri Western State College  
4525 Downs Drive  
St. Joseph 64507

Dr. Dean Hubbard  
President  
Northwest Missouri State University  
800 University Drive  
Maryville 64468

Dr. Ken Dobbins (COPHE President)  
President  
Southeast Missouri State University  
One University Plaza  
Cape Girardeau 63701

Dr. John H. Keiser  
President  
Southwest Missouri State University  
901 South National Avenue  
Springfield 65802

Dr. Barbara Dixon  
President  
Truman State University  
100 East Normal  
Kirksville 63501

Dr. Elson Floyd  
President  
University of Missouri  
321 University Hall  
Columbia 65211

Dr. Brady Deaton  
Chancellor  
University of Missouri-Columbia  
105 Jesse Hall  
Columbia 65211

Chancellor  
University of Missouri-Kansas City  
5100 Rockhill Road  
Kansas City 64110

Dr. Gary Thomas  
Chancellor  
University of Missouri-Rolla  
206 Parker Hall  
Rolla 65401-0249

Dr. Thomas George  
Chancellor  
University of Missouri-St. Louis  
8001 Natural Bridge Road  
St. Louis 63121

**Public Two-year Colleges**

Dr. Steven Gates  
Crowder College  
601 Laclede Avenue  
Neosho 64850

Dr. Karen Herzog  
President  
East Central College  
P.O. Box 529  
Union 63084

Mr. William McKenna  
President  
Jefferson College  
1000 Viking Drive  
Hillsboro 63050-1000

Dr. Wayne Giles  
Chancellor  
Metropolitan Community Colleges  
3200 Broadway  
Kansas City 64111

Dr. Terry Barnes  
President  
Mineral Area College  
5270 Flat River Road  
Park Hills 63601

Dr. Evelyn Jorgenson  
President  
Moberly Area Community College  
101 College Avenue  
Moberly 65270

Dr. Neil Nuttall  
President  
North Central Missouri College  
1301 Main Street  
Trenton 64683



Dr. Norman Myers  
President  
Ozarks Technical Community College  
1417 North Jefferson  
Springfield 65801

Dr. John McGuire  
President  
St. Charles County Community College  
4601 Mid Rivers Mall Drive  
St. Peters 63376

Dr. Henry Shannon  
Chancellor  
St. Louis Community College  
300 South Broadway  
St. Louis 63110

Dr. Marsha Drennon  
President  
State Fair Community College  
3201 West 16<sup>th</sup> Street  
Sedalia 65301-2199

Dr. John Cooper  
President  
Three Rivers Community College  
Three Rivers Boulevard  
Poplar Bluff 63901

**Public Two-year Technical College**

Dr. Donald Claycomb  
President  
Linn State Technical College  
One Technology Drive  
Linn 65051

**Independent Four-year Colleges and Universities**

Dr. Keith Lovin  
President  
Maryville University of St. Louis  
13550 Conway Road  
St. Louis 63131

Dr. Marianne Inman  
President  
Central Methodist College  
Church Street  
Fayette 65248

Dr. William L. Fox  
President  
Culver-Stockton College  
One College Hill  
Canton 63435-9989

Dr. Mark S. Wrighton  
Chancellor  
Washington University  
One Brookings Drive  
St. Louis 63130

**Independent Two-year Colleges**

Dr. Judy Robinson Rogers  
President  
Cotter College  
1000 West Austin  
Nevada 64772-1000

# COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 10:00 AM  
Thursday  
February 10, 2005

PLACE: Room 492  
Truman State Office Building  
Jefferson City

## AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
<b>I. Introduction</b>		
A. Call to Order		CBHE Chair
B. Confirm Quorum		Secretary
<b>II. Action Items</b>		
A. Minutes of the December 2, 2004 CBHE Meeting		CBHE Chair
B. State Student Financial Aid Program Processing Report and Recommendations	A	Commissioner Deputy Commissioner Director of Financial Assistance and Outreach
C. Appointment of a Nominating Committee for Selection of CBHE Officers		CBHE Chair
<b>III. Consent Calendar</b>		
A. Distribution of Community College Funds	B	Deputy Commissioner
B. Academic Program Actions	C	Associate Commissioner for Academic Affairs
C. Proprietary School Certification Actions and Reviews	D	Associate Commissioner for Academic Affairs
D. English Language Proficiency of Graduate Teaching Assistants	E	Associate Commissioner for Academic Affairs
E. Transfer and Articulation Update	F	Associate Commissioner for Academic Affairs
<b>IV. Discussion Items</b>		
A. Report of the CBHE Presidential Advisory Committee		Chair, PAC Committee
B. Research Update	G	

	<u>Tab</u>	<u>Presentation by:</u>
C. FY 2006 Budget Update	H	Deputy Commissioner
D. Summary of Proposed Legislation Related to Higher Education	I	Commissioner Deputy Commissioner
E. Proposed Training Program for the Coordinating Board for Higher Education		Diana Bourisaw, CBHE Commissioner
F. Report on the Process for Accrediting Teacher Preparation Programs	J	Associate Commissioner for Academic Affairs
G. Report of the Commissioner		Commissioner
H. Other items received after posting of the agenda		

### **Executive Session**

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

Individuals needing special accommodations relating to a disability should contact Brenda Miner, at the Missouri Department of Higher Education, 3515 Amazonas Drive, Jefferson City, MO 65109 or at 573.751.2361, at least three working days prior to the meeting.

## **COORDINATING BOARD FOR HIGHER EDUCATION**

### **Minutes of Meeting**

**December 2, 2004**

The Coordinating Board for Higher Education met at 8:00 a.m. on Thursday, December 2, 2004, at the Holiday Inn Executive Center in Columbia, Missouri. Members present were:

Lowell C. Kruse, Chair  
Dudley Grove, Secretary  
Diana Bourisaw  
Marie Carmichael  
Sandra Kauffman  
Kathryn Swan  
Mary Joan Wood

Members absent were:

Robert Langdon  
Earl Wilson, Jr.

Others attending the meeting included:

Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center  
Becky Brennecke, Legislative Liaison  
Sandra Crews, Senior Associate, Academic Affairs  
Scott Giles, Director, Missouri Student Loan Group  
Donna Imhoff, Budget Analyst  
Janelle Jaegers, Director, Administration  
Joe Martin, Deputy Commissioner  
Jim Matchefts, Assistant Commissioner and General Counsel  
Susanne Medley, Director, Communications and Customer Assistance  
Brenda Miner, Executive Assistant to the Commissioner  
Dan Peterson, Director, Financial Assistance and Outreach  
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center  
Robert Stein, Associate Commissioner, Academic Affairs  
Laura Vedenhaupt, Administrative Assistant, Academic Affairs  
Victoria "Y" Wacek, Research Associate, Academic Affairs  
Leroy Wade, Director, Proprietary School Certification  
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Chair Kruse called the meeting to order.

Chair Kruse recognized Mrs. Sandra Kauffman for her leadership as chair of the Coordinating Board for Higher Education (CBHE) from 2002 to 2004. Mrs. Kauffman, a former school teacher, served on a local board of education from 1977 to 1986; served in the Missouri House of Representatives from 1986 to 1998; and held other leadership roles, including serving on the

Missouri Business and Education Partnership Commission. The higher education system became more focused and unified during her tenure as chair of the Coordinating Board for Higher Education. She encouraged and supported the higher education community through the critical core budget reductions and contributed to the adoption of the Baldrige quality criteria by the CBHE in April 2003.

Chair Kruse welcomed Dr. Gregory G. Fitch, incoming commissioner of the Missouri Department of Higher Education, effective January 1, 2005. Dr. Fitch is currently president of the Utah College of Applied Technology.

Mrs. Swan moved **that the minutes of the October 14, 2004 meeting be approved as printed.** Mrs. Grove seconded the motion, and it passed unanimously.

Dr. Bourisaw moved **that the minutes of the November 8, 2004 telephone conference meeting be approved as printed.** Mrs. Grove seconded the motion, and it passed unanimously.

### **Report of the Commissioner**

Mr. Joe Martin, deputy commissioner, provided a brief update on the interim period since November 15, 2004.

Mr. Martin noted that he had heard favorable responses on the Governor's Conference on Higher Education, including this year's expanded agenda, summit panelists, and break-out sessions. The events provided opportunities for discussions among legislators, the governor and governor-elect, the Department of Economic Development (DED), the Department of Elementary and Secondary Education (DESE), presidents and chancellors, and institution staff. Mr. Martin acknowledged the contributions of the institutions, specifically the Missouri Community College Association, who served as the fiscal agent, as well as the Department of Higher Education (MDHE) staff, who planned and carried out plans for the conference.

The MOHELA MDHE Cooperative Agreement between the Missouri Higher Education Loan Authority and the Missouri Department of Higher Education, designed to enhance and extend the partnership between the Department of Higher Education (DHE) and MOHELA, has been signed. The agreement provides for the following three main initiatives:

- A commitment by MOHELA to fund college scholarships for students in the GEAR UP Missouri program and other needy students;
- MOHELA's agreement to pay a guarantee fee on behalf of student borrowers who have loans with the Department of Higher Education as the guarantee agency and MOHELA, if the department is required to reinstate its guarantee fee; and
- The establishment of a non-profit foundation to award need-based scholarships and fund early outreach and awareness activities.

Mr. Martin provided a brief budget and legislative update. Mr. Martin stated that, within the next six months, the new administration will determine whether FY 2005 revenue projections are on track and whether or not adjustments or withholdings will be required for the remainder of this fiscal year. The CBHE has recommended a significant increase for FY 2006, recognizing institutions' needs in core funding, need-based financial aid, and also department needs. The adopted recommendations have been submitted to the governor and the General Assembly. The governor's recommendations will be issued in January. Although budget and state revenues are tight, the department will ensure that the General Assembly and the new administration are aware of higher education's needs, including issues of its fundamental budget structure and revenue process.

Mr. Martin provided an update on the development of higher education's need-based financial aid program, stating that following discussions with Dr. Fitch, department staff, representatives from the Council on Public Higher Education (COPHE), and the Missouri Community College Association (MCCA), the consensus is toward a two-tiered approach: 1) a short-term plan in which interested parties would join together to immediately consider possible alternatives to the current College Guarantee formula; and 2) a long-term plan.

Since the department has authority to internally adjust calculations of awards issued by the program, two solutions would not require statutory approval: 1) adjustment of the maximum award, and 2) adjustment of the cost of attendance. After data is collected, simulations will be performed using these adjustments to determine how the distribution of the funds in the program will be affected. With input from the department, results will be presented to interested parties for their agreement on how the funds should be redistributed and on incorporating these two mechanisms to deliver the funds in an agreeable manner that supports the direction higher education wants to go in terms of public policy.

The third solution requires statutory revision by removing the provision that requires the reduction of other need-based financial aid from the award. Other options may be possible as well. It is anticipated that data and discussions will be completed by end of January and presented to the CBHE at their February meeting.

The long-term plan includes the creation of a task force to study the long-term needs of the state's need-based financial aid programs, ensuring a simple and easy-to-administer program available to the neediest students, and that all interested parties have input and are involved in the decision-making process. Consideration should be given to whether consolidation of existing programs is an option or whether any new program should remain separate.

It is anticipated that results and recommendations of the taskforce would be available at the end of September and presented to the CBHE at their October meeting, providing time for drafting possible legislation for pre-filing on December 1, 2005. Membership to the taskforce, including the charge to the taskforce, could be presented to the CBHE for adoption at their February 2005 meeting.

The CBHE noted the importance of expanding the need-based financial aid proposal to encompass the total development of a good policy that supports the best interests of students,

pertaining to all areas affecting their tuition and other costs in obtaining a higher education. The CBHE suggested that legislators, students, citizens of the state, high school counselors, representatives from the Missouri Counselors Association, and the president of the Missouri Chamber of Commerce should be represented on the taskforce. However, the taskforce must be manageable and function within timeframes.

### **Commissioner Candidate Review (Ratification of Conference Call Vote)**

Dr. Jim Matchefts stated that during a teleconference meeting on November 8, 2004, the CBHE voted unanimously to accept and offer in a letter, signed by Chair Kruse on behalf of the Coordinating Board, the position of commissioner to Dr. Gregory G. Fitch.

Mrs. Swan moved **that the Coordinating Board ratify its action of November 8, 2004, accepting the employment offer letter to Dr. Gregory G. Fitch and authorizing Chair Kruse to sign the letter and extend the offer on behalf of the Coordinating Board.** Mrs. Grove seconded the motion, and it passed unanimously.

Mrs. Grove commended Chair Kruse, the Heartland Charitable Trust, Ms. Martha Davis, (consultant), Mrs. Carmichael, and Mrs. Swan for their leadership and commitment of time and energy throughout the search process and in achieving success. Chair Kruse noted that the grant from the Heartland Charitable Trust was intended to fund the commissioner search with the purpose of assuring, to the best of the board's ability, an exceptional leadership for the Department of Higher Education. As a result of the example established by Heartland Health, the Coordinating Board has decided that they will seek funding from foundations, corporations, and other entities that have special interests in advancing higher education to support and develop particular higher education projects in the future.

### **Proposed 2006 CBHE Meeting Dates and Locations**

Ms. Brenda Miner presented the 2006 CBHE meeting dates and locations for approval by the Coordinating Board. Ms. Miner noted that after review of the evaluations from the 2004 Governor's Conference and discussions with the planning committee and Dr. Fitch, it may be necessary to change the date and format of the 2005 Governor's Conference, resulting in an additional recommendation to the Coordinating Board.

Ms. Miner expressed appreciation to the presidents and chancellors for hosting the CBHE meetings and providing an opportunity for the CBHE and department staff to meet on their campuses. The meeting coordinators at the institutions perform a tremendous service in arranging meeting rooms, providing meals, and managing a host of details.

Dr. Bourisaw moved **that the Coordinating Board for Higher Education adopt the proposed 2006 meeting dates and locations.** Mrs. Wood seconded the motion, and it passed unanimously.



## **Access and Affordability: Report to Lumina Foundation for Education**

Dr. John Wittstruck presented the findings of the research study, Access and Affordability: Patterns of Financial Aid and Student Performance, conducted by the Educational Policy, Planning, and Improvement Center (EPPIC) and funded by Lumina Foundation for Education. The report of this study is located behind Tab B of the board book.

The study developed from conversations between Dr. Wittstruck, Dr. Debra Cheshier, and the vice-president of research at Lumina Foundation concerning MDHE's interest in 1) knowing how student financial aid affects student success and performance in higher education; and 2) knowing who the individuals are, who are applying for student financial aid, by preparing and completing the Free Application for Federal Student Aid or FASFA.

Knowledge obtained from this study includes:

- Student financial aid was distributed in at least 270 different combinations of institutional, state, and federal student financial aid among the categories of need, non-need, loan, and work at the six institutions that participated in the study (the four campuses of the University of Missouri, Missouri Western State College, and Southeast Missouri State University).
- This creates a situation whereby many low-income and first-generation students cannot know or determine which of the 270 combinations of financial aid they might qualify for.
- It is important that any need-based financial aid proposal simplify the administration and the application process for students seeking need-based financial aid.
- Institutional student financial aid is costly to institutions, and although they willingly provide it, it is not visible, predictable, or continuous.
- Over 80 percent of African American students had loan debts over \$18,000, compared to an overall average of 60 percent of all students with an overall accumulated debt of \$13,600. These averages do not include credit card debt, which is an increasing problem on campuses. Students from families earning less than \$25,000 accumulate a debt of approximately \$17,000. Middle-income students accumulate an average of \$18,500 in debt.
- Gift aid increases the probability of a student graduating by 5 percent, eliminating a student's money worries and promoting concentration on studies.
- About one-half of the FASFA completers are first-generation college students relying on high school counselors for advice and guidance, and support services to help them complete the FASFA; making the department's GEAR UP and Early Awareness and Outreach programs more vital for these first-generation college students.

- Forty-five percent of FASFA applicants report family adjusted gross incomes of less than \$35,000.

Dr. Wittstruck stated that several conditions may be contributing to the disproportion of student debt:

- The increasing cost of higher education requires students to borrow more money;
- Access to loan money is available at low rates; and
- Gift aid, while substantial, is not fulfilling all of the students' unmet needs.

Dr. Wittstruck believes that conversations about increasing state need-based financial aid are important and necessary. The current grant provides funding for dissemination of the information gathered from the study. Discussions have transpired with the institutional research community and presentations have been made to various organizations and groups throughout the state. Dr. Michael Podgursky, chair, Department of Economics at the University of Missouri-Columbia, Dr. Debra Cheshier, previous director of the Educational, Policy, Planning, and Improvement Center (EPPIC), and Mrs. Teala Sipes, research associate, (EPPIC), reported the findings at student financial aid workshops in Springfield, Kansas City, Columbia, and St. Louis. Conversations among MDHE staff and others about need-based student financial aid will be driven in part by the research findings in this study. In addition, the CBHE wants the information yielded from the study broadly communicated, especially to the legislature, adding to their knowledge and understanding of the situation.

Dr. Wittstruck stated that EPPIC received another grant from Lumina Foundation for Education extending through the next two years. Other institutions have been invited to join in this study. Community colleges are encouraged to participate, because they are the point of financial and local access to higher education in Missouri and could provide valuable information on how their students finance their education.

The CBHE is concerned about the high per person student loan debt reducing the buying power that supports a healthy economy for the state. The increasing poor population and the rising cost of tuition contribute to increasing loan debt, resulting in a drop in enrollment. Grant aid and tuition are two primary issues that the CBHE should have more control of in order to exert some impact on loan debt.

Dr. Fitch noted that the data collected in this study will provide tangible information, specifically related to the students, setting the parameters and chartering the direction of the MDHE staff. He was concerned whether the reluctance of the institutions to join the study was a result of time commitment or financial cost. Dr. Wittstruck noted that a limited dataset was selected for the initial study. It included an open enrollment institution, Missouri Western; a moderately selective institution, Southeast; and a selective institution, the University of Missouri System.

The institutions participating in the study represented nearly 48 percent of enrollment in the public four-year sector. Dr. Wittstruck and Dr. Podgursky believe the data can be utilized to provide projections and guidelines for determining the cost of need-based financial aid that is required to increase student participation in higher education.

Mrs. Carmichael commended the board of Missouri Southern State University-Joplin for recently voting to reduce tuition during this difficult time when many students cannot afford a higher education. In the past, other institutions that have reduced their tuition have experienced positive results with increased enrollment.

Chair Kruse stated that the Coordinating Board wants to focus on results and make recommendations around those results with long-term implementation. This will require the support of a citizenry with a much higher regard for higher education and a business community and legislature who will make higher education a priority. Long-term solutions will require a structure – a cultural change - which must be included in the long-term process. This complicated issue requires a simple solution that can be understood by all participating parties so they can work toward its achievement.

Mrs. Wood stated that student loan debt is only one of several debts families incur, including credit card debt, second mortgage debt, et cetera and therefore, fiscal responsibility needs to be included in the student financial aid program to control the situation.

Chair Kruse noted that need-based financial aid is a complicated issue involving poverty, accessibility to education, financial literacy, and availability of jobs. He was concerned that Lumina Foundation, in its quest to improve financial access, would continue to support the project over the long term with the restructuring of financing higher education in Missouri as it evolves in the future. He wanted to know how Lumina Foundation connected the data from the studies performed to the long-term, more complicated issue of obtaining financial access.

Dr. Wittstruck stated that the mission of Lumina Foundation for Education is to address issues surrounding financial access in educational retention and degree or certificate attainment, particularly among underserved student groups and adult learners, through research grants for innovative programs and communicative initiatives. Assembling this research database, built from the six different administrative record datasets, will help provide the analysis to inform discussions in the future.

The CBHE has always developed its policies based on fact, research, and information. The study has positioned staff to better inform the Coordinating Board on issues relating to financial access. A viable long-term research agenda, now being built, includes a joint effort with the Department of Elementary and Secondary Education and the Department of Economic Development that could be an investment that a foundation or corporation in Missouri would consider funding. Locating funding to support research and analysis to inform public policy is difficult, especially in fiscally-strained times.

### **Update on a Plan for Missouri's PreK-16 Activities and Efforts**

This agenda item discusses Missouri PreK-20 partnerships, the potential role for a Coordinating Board for Early Childhood, and the importance of forming an intentional PreK-20 structure in Missouri.

Dr. Stein stated that PreK-20 agendas provide an opportunity for higher education and K-12 to serve as role models in types of collaboration and partnering discussed by governor-elect Matt Blunt at the Governor's conference. Dr. Stein shared data from several studies that emphasize the importance of Missouri PreK-20 work including the following:

- In some colleges, 75 percent of new students require remediation.
- Between 50 percent and 70 percent of students in remediation do not graduate.
- In 2018, the number of Missouri high school graduates will be similar to 2001.

The higher education system is failing these students in some way and it needs to improve.

Dr. Stein also provided information about PreK students.

- There are 370,000 children in Missouri under the age of five.
- Eighteen percent of children under the age of five live in poverty; 64 percent live with working parents.

Presently, early childhood workforce must complete only 12 annual clock hours of training. There is a movement in Missouri to upgrade early childhood professional training.

A study supported by a federal grant was the precursor to establishing a more coordinated, statewide effort for PreK, because the state's activities and responsibilities in this arena are so dispersed. Legislation passed last year called for the formation of a Coordinating Board for Early Childhood as an arm of the Children's Services Commission. Some of the responsibilities assigned in statute to the Coordinating Board for Early Childhood include:

- Develop a comprehensive, statewide, long-range strategic plan.
- Confer with public and private entities for the purpose of promoting and improving the development of children birth through five years of age.
- Identify legislative recommendations.
- Coordinate existing services and programs.
- Use research-based approaches to services and ongoing programs.
- Identify gaps.
- Establish a fund for the collection of public and private funds to support the work of the board.

Representatives from Health and Senior Services, Mental Health, Social Services, and Elementary and Secondary Education were named in legislation to be members of the Coordinating Board for Early Childhood. The Department of Higher Education and the Coordination Board for Higher Education were not identified for membership. Dr. Stein shared that he attended the last meeting of the Children's Services Commission, and indicated that higher education is interested in becoming involved and contributing to statewide discussions and initiatives targeting Missouri's young children.

Although the Coordinating Board for Higher Education has no authority over the PreK agenda for this state, the Coordinating Board can exert positive support and influence. The CBHE does

have a direct role in oversight of the training of early childhood teachers, which includes approved guidelines for educational and career pathways in regard to transfer and articulation. Higher education also provides professional development for the early childcare workforce.

Chair Kruse learned through conversations with business community leaders and with Mrs. Swan, a member of the Missouri Chamber of Commerce Board, that several policymakers tend to prefer the Parents as Teachers model, because of its affordability and the natural atmosphere of parents and family raising the child as opposed to more formal childcare settings.

Mrs. Swan noted that the universal preschool is popular in some states, including New Jersey, because it offers long-term benefits in terms of reduced crime, increased employment, increased economic impact, and it offers preschool children the opportunity to receive the pre-literacy hours that are necessary for school success when their working parents cannot provide enough of this valuable time.

Chair Kruse serves on the Family Community Trust Board and stated that the board is comprised of eight state department directors and nine citizens who oversee the distribution of funds from each of the departments to about 21 communities, representing most of the major population areas in the state in terms of local funding for Pre-K activities. Bill Dent serves as staff for the group.

The ultimate goal of higher education is to have a seamless system of education from PreK through adulthood, recognizing the involvement of the business community as crucial to relay this information and support the initiative. Higher education will come closer to its goal when the business community realizes they can become a part of such a system, that it is affordable, and that the investment in early childhood can eliminate the problems of remediation, lack of articulation, lack of continuity, achievement gaps, et cetera that higher education has inherited.

While the higher education community is concerned about helping the neediest students of this state finance their education, it needs to be equally concerned that Missouri's neediest students are given a positive PreK environment in which to develop their potential. Coordinating Board members indicated that they welcome guidance from the Commissioner of Higher Education and his staff on realistic PreK issues in which the board can become involved and assume a contributing role. Dr. Stein noted that he is working on a project that will identify the various responsibilities and funding streams that are associated with and support early childhood initiatives in Missouri.

Discussion then focused on the advantages of designing an intentional structure for future PreK-20 work in Missouri.

Originally, Missouri's interest in PreK-20 activities emphasized the lack of a connection between the 12<sup>th</sup> grade level and higher education's expectations for students. Also emphasized was the importance to provide support to entering students so they are likely to persist through to graduation. Dr. Stein stated that Moberly Area Community College has a small grant to foster a statewide discussion about remediation activities occurring on two-year campuses. A primary

challenge is to develop a customized approach to meet the needs of individual students. To serve all learners, students with special needs must also be included.

Whether working on remedial education initiatives or other PreK-20 activities, it is essential to have an intentional structure to assure continuity, consistency and ownership for a statewide approach. Intentional structures can be established through legislation, an executive order, or simply by a collaborative commitment of the State Board of Education, the Coordinating Board for Higher Education, and, if formed, the Coordinating Board for Early Childhood. The decision requires collaborative work and an agreed-upon approach for a prioritized and focused agenda. In addition, indicators of success should also be identified.

Mrs. Carmichael moved **that the CBHE direct the commissioner to work with the State Board of Education and the new Coordinating Board for Early Childhood, upon membership appointment by the governor, to identify and implement the most important recommendations from previous studies and reports using an agreed-upon structure to coordinate efforts across these state agencies.** Mrs. Swan seconded the motion, and it passed unanimously.

### **Information Items**

The following information items were discussed.

#### Distribution of Community College Funds

Mr. Joe Martin stated that nearly \$21.3 million was distributed to the community colleges during the last two months for state aid, maintenance and repair, and capital appropriations. In June, the community colleges proposed redistribution and reallocation of their funding mechanism. In January 2005, the payments will be re-calculated and reallocated pursuant to the formula that was adopted by the community colleges and by the Coordinating Board for Higher Education. The payments will reflect an annual amount that will be changed for the remaining six months of this fiscal year. Mr. Martin thanked Donna Imhoff, Patty Knaebel, Janelle Jeagers, and the fiscal staff for their efforts in distributing \$130 million annually to the community colleges on a timely basis.

#### Financial Statements Audit of the MDHE Student Loan Program

Dr. Jim Matchefts noted that the audit firm of BKD, LLP was contracted to perform a financial statements audit of the MDHE Student Loan Program for FY 2003 and FY 2004. Some preliminary work has been done off-site, but it is expected that BKD will come on-site in January. After the State Auditor's office indicated they would not conduct this particular portion of the statewide single audit, staff proceeded through the state procurement process to hire BKD.

Dr. Matchefts presented this agenda item because it is a contract issue, and noted that department staff who regularly interact with the State Auditor's office will interact with BKD. The audit is paid for through the student loan operating fund.

Chair Kruse was concerned that, although the Coordinating Board does not appoint legal counsel or appoint auditors, it was fulfilling its fiduciary responsibility. Dr. Matchefts stated that it was the board's obligation to review the final reports, pursue any irregularities noted in the reports, and correct those issues. He did believe that although the CBHE was not directly involved in selecting the audit team, the CBHE was performing its fiduciary duties.

With respect to the loan program, the State Auditor's office performs an audit to determine whether the MDHE is complying with federal laws and regulations governing the loan program, examining certain aspects of the entire departmental operation, aside from the financial statements portion. The State Auditor's office continues to perform an audit of MDHE's federal funds as required by federal law. MDHE is being conservative and complying further than what is required by state law by retaining BKD to perform the services that the state auditor has dropped due to budget cuts and staffing limitations.

Chair Kruse suggested that having the auditors come before the Coordinating Board to present their findings might be a consideration in the future in respect to the Board's fiduciary responsibility on financial matters.

#### Results from the 2003 – 2004 Postsecondary Technical Education (RTEC) Survey

Dr. Wittstruck stated that the Coordinating Board adopted a state plan for postsecondary technical education in 1996, which indicated that an annual report would be prepared for the board and others in the state. The report describes the progress being made toward achieving a skilled workforce through this funding mechanism, how these programs contribute to the needs in this state for a skilled workforce, and provides an accountability of the funds expended.

The courses are high-cost and low-volume and it is often difficult to recruit students with enough math and science backgrounds for these technical education programs. Last year, 27,000 students, an increase of 300 over the previous year, participated in these technical education programs. The business and industry communities emphasize the necessity for more skilled workers in certain fields, such as nursing and health care. Last year, \$84 million was spent supporting these programs, equipment, and faculty, with about \$20 million of it funded from state appropriations.

Because these programs are local and regional, there are 773 duplicated programs in the community college sector, 160 of which are distinctively different. In the certificate, associate and apprenticeship programs, 4,300 students, an increase of 10 percent over the previous year, were graduated. There were 776 students who received specialized industry-based certification, an increase from 744 the previous year.

Dr. Wittstruck stated that, while it is not part of the State Plan for Postsecondary Technical Education, the two-year institutions are involved in three other programs, which are funded by the state: 1) the New Jobs Program provides industries the opportunity to bond or borrow money to increase workforce training. The bond is retired by not paying state income tax on those individuals who join the workforce; 2) state and federally funded customized training trained

12,014 individuals; and 3) contract training provided training to employees of 50 additional companies than in the previous year.

In answering the board's concern of whether or not higher education is meeting the needs of the state and the citizens of the state, Dr. Wittstruck stated that the needs are not being met, primarily due to the changing nature of how business and industry is conducted, and the skill levels and requirements needed to produce their products and services. For example, operation of certain machines and the robotics involved in the production of many products requires high-level math education and skilled training.

Mrs. Grove wanted to know the role of higher education beyond reporting the information, if colleges, universities, and high schools were aware of this need, and which entities were involved. Dr. Wittstruck stated that workforce development is identified in MDHE's strategic initiatives. Postsecondary technical education is an area of higher education that is extremely important to increasing participation with the completion of these types of certification programs. The Department of Higher Education is working with the Missouri Economic Research and Information Center in the Department of Economic Development (MERIC) in developing a combined dataset to allow for regional needs assessments. It is important to know the particular needs of each region.

The department is working with a group of citizens in Cape Girardeau who are concerned about providing access to education and training to support industry and business in their community. Reports will be issued in January for each region, which can greatly support new program approval, program review, determine if the appropriate programs are in the various regions, and if they are producing graduates with the degrees and certifications that are needed in the different regions of the state. Dr. Wittstruck stated that it is important for the DHE to maintain its support of the community colleges as they continue establishing partnerships with the businesses in their service areas, as well as with the public schools and other school districts.

#### Measuring Value-Added Student Learning Status and Next Steps

Dr. Stein stated that this is the pilot year for Missouri's experiment with measuring value-added student learning. A total of 23 institutions administered the Collegiate Learning Assessment (CLA) to entering students during the fall 2004 semester.

The number of fall students tested by institution ranged from 126 to as low as four. The target was approximately 100 students at larger institutions and 75 to 100 (no less than 50 students) at smaller institutions. As a result of briefings with the institutions, it has been learned that the on-line aspect of testing went reasonably well, but there were minor problems in terms of the connection with the hotline and with accidental logouts, which were quickly rectified. Overall, students and faculty reported that the tasks were engaging and interesting.

Several challenges have been identified, including student recruitment and motivation. Nationwide testing has shown that students have not been serious about low-stakes tests and are often not motivated. Generally, this is rectified with a reward structure, but Dr. Stein believes it is a larger issue, symbolic of a youth culture that looks to extrinsic awards rather than intrinsic



rewards. This problem may eventually produce a society of new workers who want weekly bonuses or high rewards to serve as incentives to do their best work. Missouri's pilot project presents opportunities for genuine learning about motivation issues. Is there a way to change student culture so that students will be motivated to learn from the experience, so that participating in assessment is intrinsically valued? Frustration felt on some campuses is due to the perception that the results are not completely clear on what the benefits are for the students. The Council for Aid to Education (CAE) is aware of this problem and is working to change their administration and the design of the psychometrics of this test to become more useful on an individual student level.

The two-year sector expressed concerns that associate of applied science students do not have as full a complement in general education as the associate of arts students, although they are taking the same assessments. There may be reasons they perform differently.

The major concern and the largest challenge expressed by institutions is the mistrust or fear that the data will be used in a punitive way.

MDHE staff has submitted a concept paper, located in the board book behind Information Item Four, to the Kauffman Foundation in partnership with RAND's (CAE) and the Missouri Consortium on Value-Added Student Learning seeking \$120,000. The concept paper outlines short-term and long-term benefits for the state and for the nation. Dr. Stein stated that the concept paper is presently under review and that calls from presidents and chancellors who have linkages with Kauffman would be appreciated. Dr. Stein acknowledged staff members Sandra Crews, senior associate, academic affairs, and Laura Vedenhaupt, administrative assistant, academic affairs, for their commitment to this project.

#### Update on the Committee on Transfer and Articulation

Dr. Stein stated that the Council on Public Higher Education (COPHE) and the Missouri Community College Association (MCCA) Steering Committee are discussing transfer and articulation in a different venue than the Committee on Transfer and Articulation (COTA). Steven Lehmkuhle, vice president for academic affairs, University of Missouri System, reported to COTA that the COPHE/MCCA steering committee would not circumvent COTA's work.

With a turnover in the legislature and with a new commissioner, higher education is at a crucial time to re-examine COTA and how it operates, what it is, and what is its charge. The current COTA engaged in an informal brainstorming session concerning their past work and future agendas. Initial items identified included the credibility of the COTA group, ownership of the transfer/articulation problems, and the enforcement of consequences that would come into play should there be abusers of the policies that have been adopted. Dr. Stein noted that many good things are happening with transfer and articulation and that these should not go unnoticed. Better use can be made of the data to inform the public about transfer and articulation in the state. It has been suggested that the state might want to develop a set of criteria to identify transfer-friendly institutions, which might serve as a "Good Housekeeping Seal" with higher education's involvement.

In regard to the progress and growth of dual credit, Dr. Stein stated that a study has not been performed since 1998, when headcount grew markedly. A separate study was performed on dual credit involving high school students receiving collegiate-level credit from courses offered in high school by high school faculty. Approximately 60 percent of high schools offer Advance Placement and dual credit courses.

The Coordinating Board supports the work of the Committee on Transfer and Articulation and believes it has as great an impact on affordability as do MDHE's loans. Dr. Stein noted that presidents and chancellors are on record wanting to develop a joint statement providing their support for transfer and articulation.

It was further noted that Pell dollars are being used to pay for the same coursework twice due to a lack of transfers. To gain more Pell dollars, it will be necessary to look into this, which could be integrated into the board's work on financial aid.

#### Proprietary School Actions

Dr. Stein stated that this information item involves standard appointments. He noted that 1) the John Thomas College case is pending with the Administrative Hearing Commission and that Dr. Matchefts is the department's legal representative for communication on that case; and 2) there is increased interest by out-of-state schools in wanting a physical presence in the state of Missouri to form collaborations and partnerships with the higher education institutions of Missouri. Dr. Stein stated that while it is good to encourage them to come, the department wants to make sure that Missouri's higher education institutions are working together collaboratively and not missing opportunities to work with each other. Dr. Stein acknowledged Mr. Leroy Wade, director of the Proprietary School Certification Program for his good work.

#### Appointments to the CBHE Proprietary School Advisory Committee

Dr. Stein stated this information item involves standard appointments. The committee was established with staggered membership terms providing a constant turnover for filling normal vacancies. The Proprietary School Advisory Committee provides input into the processes and practices of the Proprietary School Certification unit, pilots projects in conjunction with the Proprietary School Certification staff, and provides feedback on the operational functions of the Proprietary School Certification unit.

#### Academic Program Actions

Dr. Stein stated that this information item involves standard actions. He noted that the University of Missouri-Kansas City has requested that the deletion for the GRCT Diagnostic Sciences and Options program be removed from this item. The institution intends to submit a title change for this program.

#### Other Items

Dr. Gregory G. Fitch thanked the board, staff, and all those present for their hospitality, and their

support and interest in higher education. The Governor's Conference was a culmination of excellent teamwork by staff. He stated that moving forward to better serve the citizens of this state will involve utilizing materials, data, and the commitments of all participants. Because higher education has an obligation to Missouri's citizens, the board will reaffirm its position and its credibility in this effort.

There being no further business to come before the board, Dr. Bourisaw moved to adjourn the meeting. Mrs. Grove seconded the motion, and it passed unanimously.

The meeting adjourned at 10:25 a.m.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

State Student Financial Aid Program Processing  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The Missouri College Guarantee Program, Section 173.245 RSMo, enacted by the Missouri General Assembly and signed into law by the governor in 1998, provides need-based scholarships to eligible Missouri citizens. In addition to demonstrating financial need, a student must achieve the following high school eligibility criteria:

- An ACT composite score of 20 or higher or an SAT composite verbal and math score of 950 or higher;
- A cumulative high school grade point average of 2.5 or higher; and
- Has participated in extracurricular activities.

Following the statutory provisions, when determining the student's demonstrated financial need the student's calculated maximum cost of attendance shall not exceed the average calculated cost of attendance at the campus of the University of Missouri which has the largest total enrollment, as determined by the Coordinating Board. In addition, the amount of book expenses shall not exceed the book allowance established for this program by the Coordinating Board.

The student's maximum annual College Guarantee award, in compliance with the statutory provisions, shall not exceed the current average cost of tuition and fees at the campus of the University of Missouri which has the largest total enrollment, as determined by the Coordinating Board. Maximum award shall be further reduced by the amount of any non-loan need-based federal financial aid, all other non-loan need-based assistance received by or on behalf of the student pursuant to other provisions of this chapter and any other non-loan need-based state financial aid.

As a result, when tuition continues to increase the student's cost of attendance and maximum award increases annually. The following table displays the maximum calculated cost of attendance and the maximum award for each year since the program began in the 1999-2000 academic year.

Coordinating Board for Higher Education  
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<b><u>Academic Year</u></b>	<b><u>Cost of Attendance</u></b>	<b><u>Maximum Award</u></b>
1999-2000	\$10,900	\$4,500
2000-2001	\$11,250	\$4,600
2001-2002	\$11,640	\$4,800
2002-2003	\$11,770	\$4,900
2003-2004	\$12,685	\$5,400
2004-2005	\$13,935	\$6,200

If the MDHE follows the same process and continues to use the maximum calculated amounts for the upcoming 2005-2006 academic year, the maximum calculated cost of attendance would increase to \$14,759 and the maximum award would increase to \$6,540.

It has become apparent that when the maximum award increases annually, and since the College Guarantee Program appropriation has remained constant of approximately \$8 million the last three fiscal years and additional funding for fiscal year 2006 has not been recommended, fewer students will continue to receive scholarship awards.

Based on our interpretation of the statutory language we cannot exceed the annual maximum calculated cost of attendance and award amounts but believe we could use lesser amounts when processing scholarship awards. Therefore, in consultation with a group of COPHE and MCCA members and based on preliminary discussions with ICUM representatives the staff is proposing using the 2004-05 maximum cost of attendance (\$13,935) and the maximum award (\$6,200) for the 2005-06 academic year.

The complexity and structure of the existing state student financial aid programs and the amount of need-based aid available for low income students has been a growing concern over the past several years. For example, the 2003 Report of the Commission on the Future of Higher Education recommended that the state should provide one merit-based and one need-based student financial aid program. Currently, there are multiple state aid programs administered by multiple state agencies throughout state government.

Furthermore, Missouri's performance in Measuring Up, published by the National Center for Public Policy and Higher Education, received the following grades in affordability for the years listed.

<b><u>Education Area</u></b>	<b><u>2000</u></b>	<b><u>2002</u></b>	<b><u>2004</u></b>
Affordability	D+	D+	F

To begin to address some of the issues related to state student financial aid, a State Aid Program Improvement Project Team was formed by the MDHE in April 2004. The team members included MDHE staff, student financial aid administrators, and representatives from other partners.

Through several meetings, the team began addressing simplification, consolidation, and restructuring of the state student financial aid programs. Some of the team's work lead to the development of a new need-based aid program proposal. In the fall this proposal was presented and discussed with representatives from COPHE, MCCA, and ICUM. Due to several administrative concerns raised by the higher education community and based on anticipated funding issues, the proposal was put on hold and it was determined that more collaboration and work needed to be done.

In response to this matter, at the December 2004 board meeting the board directed staff to establish a statewide task force to study and address the state student financial aid issues. Using the work that has already been completed by the State Aid Program Improvement Project Team as a foundation, the staff is proposing to expand the existing team to include additional representation from the higher education community. The structure of the enhanced task force will be made up of representatives from COPHE, MCCA, ICUM, Governor's office, the Senate, House of Representatives, and MDHE staff.

It is anticipated that the task force will present a proposal to the board at the October 2005 board meeting for consideration.

## **STATUTORY REFERENCE**

Section 173.245, RSMo, Missouri College Guarantee Program

## **RECOMMENDED ACTION**

**It is recommended that the staff use the 2004-2005 maximum cost of attendance (\$13,935) and maximum annual award (\$6,200) for processing the Missouri College Guarantee Program awards for the 2005-2006 academic year. It is further recommended that the Commissioner of Higher Education appoint a statewide task force to study and develop a proposal regarding state student financial aid.**

## **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Distribution of Community College Funds  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The process for making state aid payments to the community colleges in FY 2005 will be monthly. All FY 2005 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for December 2004 through January 2005 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,404,446
State Aid – lottery portion	957,088
Workforce Preparation – GR portion	2,418,766
Workforce Preparation – lottery portion	215,398
Out-of-District Programs	190,118
Technical Education	3,305,810
Workforce Preparation for TANF Recipients	265,794
Maintenance and Repair	<u>868,842</u>
TOTAL	\$ 21,626,262

In addition, pursuant to the request of the MCCA Presidents and Chancellors Council, DHE will distribute state aid funds to community colleges in accordance with their Funding Formula Recommendation (which was approved by CBHE on June 10, 2004), beginning with the January 2005 payments.

The total distribution of state higher education funds to community colleges during this period is \$21,626,262.

### **STATUTORY REFERENCE**

Section 163.191, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
February 10, 2005

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Academic Program Actions  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

All program actions that have occurred since the December 2, 2004, Coordinating Board meeting are reported in this consent calendar item.

### **STATUTORY REFERENCE**

Sections 173.005.2(1), 173.005.2(7), 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

Academic Program Actions



## **ACADEMIC PROGRAM ACTIONS**

### **I. Programs and/or Options Discontinued/Deleted**

#### **Northwest Missouri State University**

1. Current Program:  
C2, Child Care Administration  
  
Approved Change:  
Delete program  
  
Program as Changed:  
C2, Child Care Administration (Deleted)
2. Current Program:  
MS, School Computer Studies  
  
Approved Change:  
Delete program  
  
Program as Changed:  
MS, School Computer Studies (Deleted)

#### **Southwest Missouri State University**

- Current Program:  
MS, Defense and Strategic Studies
- Approved Change:  
Delete MS, Defense and Strategic Studies program  
(Note: This program is being relocated to the Washington, DC, area and will not be available at the Springfield campus; see also Section VIII for New Programs Approved)
- Program as Changed:  
MS, Defense and Strategic Studies (Deleted)

### **II. Programs and/or Options Placed on Inactive Status**

#### **University of Missouri – Kansas City**

1. Current Program:  
MA, Curriculum and Instruction with options in  
Early Childhood Education  
Elementary Education

General  
Technology  
Teaching English-Second Language  
Subject Matter Specialty  
Multicultural Education

Approved Change:

Inactivate Teaching English-Second Language option

Program as Changed:

MA, Curriculum and Instruction with options in  
Early Childhood Education  
Elementary Education  
General  
Technology  
Teaching English-Second Language (Inactivated)  
Subject Matter Specialty  
Multicultural Education

2. Current Program:

GRCT, Prosthodontics with options in  
Combined  
Maxillofacial

Approved Changes:

Inactivate GRCT and both options

Program as Changed:

GRCT, Prosthodontics with options in (Inactivated)  
Combined (Inactivated)  
Maxillofacial (Inactivated)

### **III. New Programs Not Approved**

No actions of this type have been taken since the last board meeting.

### **IV. Approved Changes in Academic Programs**

#### **Linn State Technical College:**

1. Current Program:

AAS, Civil/Construction Engineering Management Technology

Approved Change:

Change program title to Construction and Civil Technology

Program as Changed:

AAS, Construction and Civil Technology

2. Current Program:

AAS, Integrated Manufacturing Technology (Off-Site Delivery in Mexico)

Approved Change:

Change program title to Automation and Robotics Technology

Program as Changed:

AAS, Automation and Robotics Technology (Off-Site Delivery in Mexico)

3. Current Program:

AAS, Automotive Technology

Approved Change:

Add two options (General and Light Duty Diesel)

Program as Changed:

AAS, Automotive Technology

General

Light Duty Diesel

**Northwest Missouri State University**

1. Current Program:

MBA, Master of Business Administration

Accounting (emphasis)

Agricultural Economics (emphasis)

Business, General (emphasis)

Health Care (coll. w/Kirksville Coll

Management Info Systems (emphasis)

Approved Changes:

Add Quality Management program option and change listing details

Program as Changed:

MBA, Business Administration

Accounting

Agricultural Economics

Business, General

Health Care (w/Kirksville College)

Management Info Systems

Quality Management

2. Current Program:  
C2, Medical Secretary  
  
Approved Change:  
Change program title to Medical Administrative Assistant  
  
Program as Changed:  
C2, Medical Administrative Assistant
3. Current Program:  
BS, Medical Technology  
  
Approved Change:  
Change program title to Clinical Laboratory Science  
  
Program as Changed:  
BS, Clinical Laboratory Science

**University of Missouri – Columbia**

Current Graduate Programs in the Following Areas:

College of Business  
School of Law  
School of Journalism  
Department of Textile and Apparel Management

Approved Change:

Add interdisciplinary Center for the Digital Globe graduate certificate

Program as Changed:

GRCT, Center for the Digital Globe

**University of Missouri – Kansas City**

1. Current Programs:  
Graduate certificate will utilize coursework from the following disciplines:  
Law  
Pharmacy  
Social Work  
Sociology  
Education  
Health Administration  
Psychology

Approved Change:

Add GRCT, Interdisciplinary Leadership in Disability Studies  
(Housed in the Institute for Human Development and available  
to post-baccalaureate students)

Program as Changed:

GRCT, Interdisciplinary Leadership in Disability Studies

2. Current Program:

GRCT, Diagnostic Sciences  
Oral Medicine  
Oral & Maxillofacial Radiology

Approved Change:

Change GRCT title to Oral and Maxillofacial Radiology and delete both  
options

Program as Changed:

GRCT, Oral and Maxillofacial Radiology

3. Current Program:

JD, Law

Approved Changes:

Add three program options

Program as Changed:

JD, Law  
Urban, Land Use, and Environmental Law  
Litigation  
Business and Entrepreneurial Law

**University of Missouri – Rolla**

1. Current Program:

BS, Business and Management Systems  
Business Administration  
Management Information Systems

Approved Change:

Add Enterprise Resource Planning option

Program as Changed:

BS, Business and Management Systems  
Business Administration  
Management Information Systems

Enterprise Resource Planning

2. Current Program:  
BS, Information Science and Technology  
Human Computer Interaction  
  
Approved Change:  
Add Enterprise Resource Planning option  
  
Program as Changed:  
BS, Information Science and Technology  
Human Computer Interaction  
Enterprise Resource Planning
3. Current Program:  
ME, Materials Engineering  
  
Approved Change:  
Change degree nomenclature and title  
  
Program as Changed:  
MS, Materials Science and Engineering

**V. Received and Reviewed Changes in Programs (Independent Colleges and Universities)**

No actions of this type have been taken since the last board meeting.

**VI. Program Changes Requested and Not Approved**

No actions of this type have been taken since the last board meeting.

**VII. Programs Withdrawn**

**Central Missouri State University**

BSBA, Management Completion Program  
(Off-Site Delivery at Central's Summit Center, Lee's Summit, Missouri)

**VIII. New Programs Approved**

**Moberly Area Community College**

AAS, Medical Laboratory Technology

(Off-site delivery at the Advanced Technology Center in Mexico, Missouri)

### **Southwest Missouri State University**

MS, Defense and Strategic Studies

(Off-site delivery in the Washington, DC, area (Virginia) based on the following information and contingent upon the stipulations listed below:

- The major reasons cited for moving the program include the following: the Washington, DC, area offers greater educational, pre-professional, and post-graduation opportunities, as it is the site of many relevant government, defense industry, and non-profit organizations; the relocation will facilitate the enrollment of part-time and mid-career students from the uniformed military services, the Department of Defense, congressional staffs, and the intelligence community; the new location will facilitate the recruitment of instructional staff; and it will enhance external fundraising efforts to support the program.
- No new state funds will be requested to relocate the program to Virginia; however, private funds are being secured to finance this move.
- The MS in DSS will no longer be offered on the Springfield, Missouri, campus.
- The DSS faculty will work with any current students who are unwilling to relocate to the Washington, DC, area to complete any remaining program requirements;
- Current and future Missouri students who are enrolled in the DSS program will be charged at the in-state tuition rate and will not be assessed a “site location surcharge,” which is planned for non-Missouri students;
- Missouri students will be given favorable consideration in the competition for graduate assistantship positions offered by the DSS program;
- The relocation will provide extensive opportunities for DSS students pursuing internships and/or post-graduation employment; and
- Prior to implementation, SMSU will receive authorization from the State of Virginia to operate the program.

### **IX. New Programs Received and Reviewed (Independent Colleges and Universities)**

No actions of this type have been taken since the last board meeting.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

All program actions that have occurred since the December 2, 2004 Coordinating Board meeting are reported in this information item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

Proprietary School Certification Program Actions and Reviews



## **Coordinating Board for Higher Education**

### **Proprietary School Certification Program Actions and Reviews**

#### ***Certificates of Approval Issued (Authorization for Instructional Delivery)***

Colorado Technical University  
Kansas City, Missouri

Colorado Technical University (CTU) of Denver, Colorado and Sanford Brown College, based in Fenton, Missouri, are owned by the Career Education Corporation, a for-profit system of schools based in Hoffman Estates, Illinois. This approval acknowledges the transfer of control of this North Kansas City location from Sanford Brown to CTU. It does not include any substantive revisions to the instructional programs currently offered at the campus or the campus organization as it exists. CTU is regionally accredited by the Higher Learning Commission of the North Central Association. Sanford Brown is accredited by the Accrediting Council of Independent Colleges and Schools.

#### ***Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)***

National American University – Distance Learning  
Rapid City, South Dakota

This Higher Learning Commission (NCA) accredited for-profit institution delivers a substantial amount of degree creditable coursework and degree programs using distance education methodologies. Although the institution is currently certified to operate for purposes of on-site delivery of educational programs in the Kansas City area (with a branch campus location in Knob Noster), this certificate of approval reflects that the institution will have a presence in the state for purposes of actively recruiting and enrolling students from Missouri in these South Dakota based programs.

#### ***Applications Pending Approval (Authorization for Instructional Delivery)***

Baker University  
Florissant, Missouri

This Higher Learning Commission (NCA) accredited, not-for-profit institution is based in Baldwin City, Kansas. The school is currently authorized to offer instruction in the Kansas City metropolitan area from a main in-state location in Lee's Summit, Missouri. This proposal is to expand the authorization of the

parent institution to offer a Master of Arts in Education program at Northview School, Special School District of St. Louis County, in Florissant. Baker University's teacher education program also holds accreditation from the National Council for Accreditation of Teacher Education (NCATE).

Bryman College  
Earth City, Missouri

Bryman Colleges operate under the corporate ownership of Corinthian Colleges, Inc., a for-profit, publicly traded system of 134 schools located in 22 states and seven Canadian provinces. Bryman College currently operates in three states. This proposal is to establish a new campus in Earth City offering two nondegree programs in the allied health field. The school is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)

Training for Success  
Kansas City, Missouri

This proposal, from the not-for-profit Houses, Hearts and Hands, Inc., is to establish a school to teach "not only the characteristics that will enhance on the job performance, but also characteristics that will drastically improve the quality of your daily life." The proposal is to offer a single seven week nondegree program designed to prepare students to earn their Class B Commercial Drivers License (CDL). This school is not accredited.

### ***Applications Pending Approval (Authorization Only to Recruit Students)***

None

### ***Exemptions Granted***

Discovering Options  
St. Louis, Missouri

This not-for-profit training program provides skills training to "improve long term quality employment outcomes for people with disabilities, particularly those with severe disabilities." The programs include training in information technology, customer service, and business etiquette. This school was exempted as "a not for profit school owned, controlled and operated by a bona fide eleemosynary organization which provides instruction with no financial charge to its students and at which no part of the instructional cost is defrayed by or through programs of governmental student financial aid, including grants and loans, provided directly to or for individual students."

Herndon Career Center/MEDS  
Kingsville, Missouri

Under the sponsorship of Herndon Career Center, the public vocational technical school operated by the Raytown C-2 School District, Medical Education Development and Support, Inc. (MEDS) offers nondegree programs in nurse assisting, medication technician, and restorative nurse aide. Based on the relationship with a public school district that is accredited by the Missouri Department of Elementary and Secondary Education, this school was exempted as “a school which is otherwise licensed and approved under and pursuant to any other licensing law.”

MicroWorkshops  
Gladstone, Missouri

This proposal is for the development, under the ownership of the for-profit information technology company Alturas Business Solutions, of a series of four hour software specific training sessions. These “MicroWorkshops” are customized training seminars designed to teach techniques and shortcuts related to specific software programs. This school was exempted as “a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees.” The school is not accredited.

***Schools Closed***

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

English Language Proficiency of Graduate Teaching Assistants  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

Missouri colleges and universities with graduate programs regularly assign teaching assistantships to international students. The intent of this board item is to present the biennial report on the English language proficiency of graduate teaching assistants (GTAs) at Missouri's public institutions.

#### **Background**

Section 170.012, RSMo, requires that all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment. In addition, graduate students who have not previously lived in the United States and who are assigned to teaching positions are expected to receive a cultural orientation prior to assuming their teaching responsibilities. Every two years, Missouri's public institutions are required to report to the Missouri Department of Higher Education (MDHE) the number, native language, selection procedures, and orientation programs for all GTAs.

Systematic reporting on GTAs' English language proficiency began in FY 1987. Data for this year's report are for FY 2003 and FY 2004. Highlights include the following:

- Nine public four-year campuses reported that they gave teaching assignments to graduate students in FY 2003 and FY 2004.
- The total number of GTAs at public institutions reached an all-time high of 1,869 in FY 2004.
- The University of Missouri-Columbia accounted for more than half of all GTAs (55.5 percent in FY 2003 and 55.1 percent in FY 2004).
- Each campus that uses GTAs has provided evidence to the CBHE that all entering international students who are given teaching assignments have their language competency evaluated. All institutions comply with the intent of Section 170.012, RSMo, by administering appropriate tests, measurements, and cultural orientation programs to ensure English language proficiency.

Coordinating Board for Higher Education  
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- Campuses that employ a large number of international students offer supplemental courses to perfect language proficiency, such as the University of Missouri - Columbia's English Language Support Program (ELSP).
- Among the nine public institutions that awarded GTAs, 23.9 percent of awardees were nonnative English speakers in FY 2003, and 25.4 percent were nonnative English speakers in FY 2004.
- A majority of the nonnative English-speaking graduate students with teaching assignments are at the University of Missouri's four campuses, which were responsible for 94.9 percent and 95.2 percent of all GTAs at public institutions in FY 2003 and FY 2004, respectively.
- The University of Missouri-Rolla had the highest percentage of nonnative English-speaking GTAs, at 58.7 percent and 62.9 percent, respectively, in FY 2003 and FY 2004.

### **Conclusions**

Section 170.012, RSMo does not establish minimum proficiency standards. While all institutions are required to submit biennial reports to the board, the effectiveness of programs for nonnative English speakers with graduate teaching assistantships is monitored at the institutional level. Missouri's public institutions that assign teaching assistantships to nonnative English speakers have met all the requirements of Section 170.012, RSMo.

### **STATUTORY REFERENCE**

Section 170.012, Graduate Teaching Assistants Communication in English Language Requirements - Testing and Reports

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENTS**

Attachment A: Tables and Explanatory Data

Attachment B: Charts

## Tables and Explanatory Data

### **Trends in Total Number of Graduate Teaching Assistants (GTAs)**

Table 1 lists the total number of GTAs at Missouri's public four-year institutions from FY 1987 through FY 2004. The number of GTAs in FY 2003 was 1,812, an increase of 7.5 percent over the previous year. The number increased again in FY 2004 to 1,869 GTAs. This marks the highest number of GTAs reported since tracking began in FY 1987 (*See also Chart 1 – Total Number of GTAs per Fiscal Year*).

During the past 18 years, the percent of teaching assignments awarded to nonnative English-speaking students at Missouri's public four-year institutions has ranged from a low of 16.2 percent in FY 1994 to the current high of 25.4 percent in FY 2004 (*See also Chart 2 – Total Nonnative English-Speaking GTAs by Fiscal Year*).

**Table 1            -            Trends in Total Number of Graduate Assistants**

<b>Fiscal Year</b>	<b>Total GTAs</b>	<b>Nonnative English-Speaking Students with Teaching Assignments</b>	<b>Percent of Total</b>
FY 1987	1,454	291	20.0%
FY 1988	1,479	251	16.9%
FY 1989	1,587	286	18.0%
FY 1990	1,682	331	19.6%
FY 1991	1,787	364	20.4%
FY 1992	1,829	335	18.3%
FY 1993	1,761	325	18.4%
FY 1994	1,688	273	16.2%
FY 1995	1,746	334	19.1%
FY 1996	1,745	363	20.8%
FY 1997	1,586	300	18.9%
FY 1998	1,605	296	18.4%
FY 1999	1,611	326	20.2%
FY 2000	1,634	322	19.7%
FY 2001	1,698	414	24.4%
FY 2002	1,677	405	24.2%
FY 2003	1,812	433	23.9%
FY 2004	1,869	475	25.4%

### **Distribution of GTAs by Institution, English as a Primary Language, and Fiscal Year**

Tables 2 and 3 display the distribution of GTAs at Missouri's public institutions for FY 2003 and FY 2004 (*See also Chart 3, Distribution of GTAs per Institution – FY 2003, and Chart 4, Distribution of GTAs per Institution – FY 2004*).

Key Patterns include the following:

- Harris-Stowe State College, Lincoln University, Missouri Southern State University, and Missouri Western State College did not have any GTAs in these years and therefore are not listed.
- The University of Missouri campuses accounted for the largest number of all GTAs -- 80.8 percent in FY 2003 and 81.2 percent in FY 2004.
- The University of Missouri campuses also accounted for the largest number of nonnative GTAs in FY 2003 (94.9 percent) and FY 2004 (95.2 percent).
- In both FY 2003 and FY 2004, the University of Missouri – Columbia was the largest employer of GTAs, employing 1,005 and 1,029 for each year respectively. While the University of Missouri-Columbia also had the highest number of nonnative GTAs, the University of Missouri - Rolla had the highest institutional percentage of nonnative GTAs (FY 2003 - 58.7 percent ; FY 2004 - 62.9 percent).

**Table 2 - Numerical Comparison of English v. Nonnative Graduate Teaching Assistants at Public Four-Year Institutions (FY2003)**

	(A)	(B)	(C)	(D)	(E)	(F)
			[A+B]	[B/C]	[B/433]	[B/1,812]
<b>Institution</b>	<b># English GTAs</b>	<b># Nonnative GTAs</b>	<b>Total GTAs Per Institution</b>	<b>Nonnative GTAs as a Percentage of Total GTAs per Institution</b>	<b>Nonnative GTAs as a Percentage of Total Nonnative GTAs at all Institutions</b>	<b>Nonnative GTAs as a Percentage of Total GTAs from all Institutions</b>
Central	77	13	90	14.4%	3.0%	.7%
Northwest	58	4	62	6.5%	.9%	.2%
Southeast	16	4	20	20.0%	.9%	.2%
Southwest	147	1	148	.7%	.2%	.1%
Truman	27	0	27	.0%	.0%	.0%
UM-C	756	249	1,005	24.8%	57.5%	13.7%
UM-KC	145	34	179	19.0%	7.9%	1.9%
UM-R	59	84	143	58.7%	19.4%	4.6%
UM-SL	94	44	138	31.9%	10.2%	2.4%
<b>Total</b>	<b>1,379</b>	<b>433</b>	<b>1,812</b>			

**Table 3 - Numerical Comparison of English v. Nonnative Graduate Teaching Assistants at Public Four-Year Institutions (FY2004)**

	<b>(A)</b>	<b>(B)</b>	<b>(C)</b> [A+B]	<b>(D)</b> [B/C]	<b>(E)</b> [B/475]	<b>(F)</b> [B/1,869]
<b>Institution</b>	<b># English GTAs</b>	<b># Nonnative GTAs</b>	<b>Total GTAs Per Institution</b>	<b>Nonnative GTAs as a Percentage of Total GTAs per Institution</b>	<b>Nonnative GTAs as a Percentage of Total Nonnative GTAs at all Institutions</b>	<b>Nonnative GTAs as a Percentage of Total GTAs from all Institutions</b>
Central	78	13	91	14.3%	2.7%	.7%
Northwest	59	4	63	6.4%	.8%	.2%
Southeast	13	4	17	23.5%	.8%	.2%
Southwest	149	2	151	1.3%	.4%	.1%
Truman	30	0	30	.0%	.0%	.0%
UM-C	769	260	1029	25.3%	54.7%	13.9%
UM-KC	132	48	180	26.7%	10.1%	2.6%
UM-R	62	105	167	62.9%	22.1%	5.6%
UM-SL	102	39	141	27.7%	8.2%	2.1%
<b>Total</b>	<b>1,394</b>	<b>475</b>	<b>1,869</b>			



## **Diversity of Languages**

Table 4 shows the diversity of languages and cultures represented by GTAs at public four-year institutions. Chinese was the single native language most frequently spoken by international GTAs for FY 2003 and FY 2004. Other native languages and native language groupings with high representation include the languages of India (see footnote 3), Korean, Spanish, and Russian.

**Table 4 - Primary Language of International Graduate Teaching Assistants at Public Four-Year Institutions (FY2003 and FY2004)**

Native Language	# GTAs (FY2003)	Percent of International Total	# GTAs (FY2004)	Percent of International Total
African <sup>1</sup>	10	2.3%	5	1.1%
Arabic	12	2.8%	13	2.7%
Bulgarian	3	.7%	2	.4%
Chinese <sup>2</sup>	86	19.9%	112	23.6%
Czech	2	.5%	2	.4%
Dutch	1	.2%	1	.2%
Farsi	16	3.7%	23	4.8%
Finnish	1	.2%	1	.2%
French	7	1.6%	10	2.1%
Georgian	3	.7%	4	.8%
German	12	2.8%	7	1.5%
Greek	1	.2%	1	.2%
Hungarian	3	.7%	1	.2%
India/Sri Lanka <sup>3</sup>	113	26.1%	133	28.0%
Indonesian/Malaysian	4	.9%	4	.8%
Italian	4	.9%	3	.6%
Japanese	8	1.8%	7	1.5%
Korean	45	10.4%	35	7.4%
Norwegian	2	.5%	1	.2%
Filipino	0	0.0%	2	.4%
Polish	2	.5%	4	.8%
Portuguese	11	2.5%	6	1.3%
Romanian	8	1.8%	10	2.1%
Russian	20	4.6%	24	5.1%
Serbo-Croatian	2	.5%	1	.2%
Spanish	30	6.9%	33	7.0%
Thai	14	3.2%	17	3.6%
Turkish	10	2.3%	10	2.1%
Ukrainian	2	.5%	2	.4%
Vietnamese	1	.2%	1	.2%

<sup>1</sup> Includes Amharic, Ibibio/Igbo, Kikuyu, Setswana, South African, Swahili, Yoruba

<sup>2</sup> Includes Cantonese, Hong Kong, Mandarin

<sup>3</sup> Includes Bengali, Gujarathi, Hindi, Kannada, Konkani, Marathi, Nepali, Oriya, Sinhalese, Tamil, Telugu, Unknown, Urdu

### **Statutory Requirements**

Public four-year institutions are required by statute to define the practices used to prepare international graduate students for collegiate-level teaching responsibilities. Graduate students whose primary and secondary education was in a nonnative English-speaking territory or nation should not be given teaching assignments during their first semester of enrollment. Exceptions are permitted with permission by the chief academic officer and executive officer of the institution. Institutional practices are expected to include an assessment of English language proficiency and, for students who have not previously lived in the United States, participation in a cultural orientation program.

### **Teaching Assignment Exceptions Granted**

Four institutions used professional judgment to grant exceptions to a limited number of students by assigning them a graduate teaching assistantship during their first semester. In FY 2003, Southeast Missouri State University, the University of Missouri - Columbia, and the University of Missouri – Kansas City granted a total of five exceptions out of 287 GTAs (1.7 percent); in FY 2004, Central Missouri State University, Southeast Missouri State University, and the University of Missouri – Columbia granted a total of seven exceptions out of 277 GTAs (2.5 percent).

### **English Proficiency Test**

All public campuses with nonnative English-speaking GTAs use the Test of English as a Foreign Language (TOEFL) as a measurement of the student's ability both to understand spoken English and to understand and use written English. Minimum acceptable scores range from 500 to 600.

In a few cases, nonnative GTAs were exempt from taking the TOEFL due to assignments that did not involve actual teaching in front of a class, but rather assignments for grading papers or managing computers. Of those nonnative GTAs who actually presented material to classes, only one student at the University of Missouri – St. Louis failed the test in FY 2003 and one failed the test in FY 2004. University of Missouri – St. Louis requires all international students to take the English as a Second Language (ESL) placement test and may require students to take one or more ESL courses prior to receiving a teaching assignment.

An example from Southwest Missouri State University (SMSU) describes other options provided to nonnative GTAs. Proof of English language proficiency at SMSU may be provided by successfully completing one semester of graduate studies on its campus and successful completion of a juried English examination. The juried examination requires a demonstration of proficiency in written English and oral communication in English in a classroom setting.

### **Orientation to the Culture of Universities in the United States**

In fulfilling the requirement for cultural orientation programs to students not raised in the United States, institutions have designed programs that utilize a wide variety of approaches to help international students understand the culture of the university and the surrounding community.

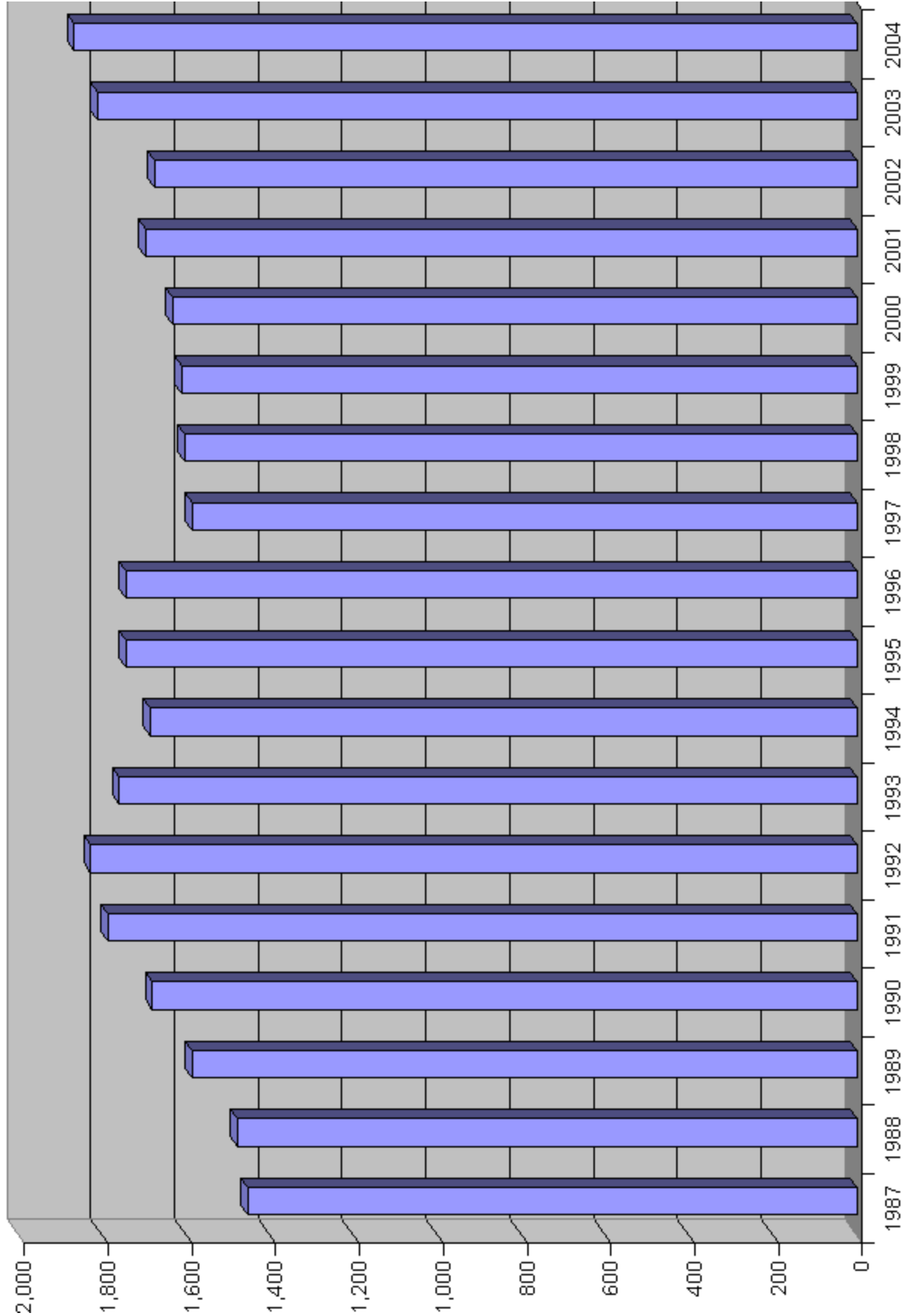
Among Missouri's public four-year institutions, the length of an orientation program ranges from three hours to four days.

Six institutions achieved 100 percent participation in cultural orientation programs for nonnative GTAs in FY 2003 and FY 2004. In FY 2003, 287 nonnative GTAs participated in a cultural orientation program (66.3 percent of all nonnative GTAs), and 284 participated in FY 2004 (59.8 percent). The University of Missouri – Columbia and the University of Missouri – St. Louis offered exemptions to the cultural orientation requirement. The University of Missouri-Columbia exempted those nonnative GTAs who did not teach but instead assisted with grading and administrative duties. The University of Missouri - St. Louis exempted nonnative GTAs who successfully passed an assessment, which included giving an oral presentation to a departmental advisor, faculty, and students.

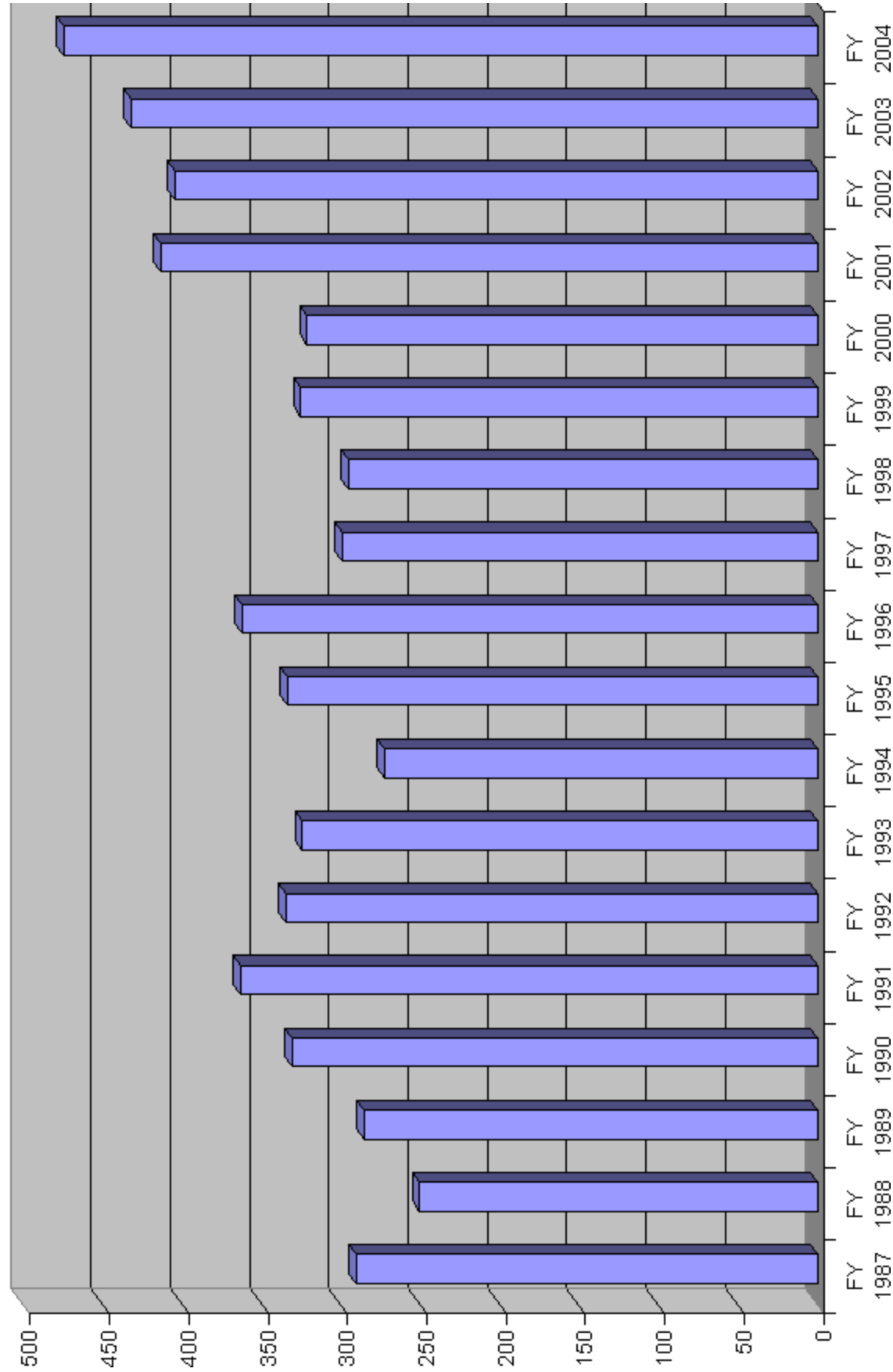
### **Remedial Language Services**

Although not required by statute, many of Missouri's institutions offered remedial language services to their nonnative GTAs. In FY 2003, 23.8 percent of nonnative GTAs utilized available remedial language services and 21.7 percent utilized such services in FY 2004.

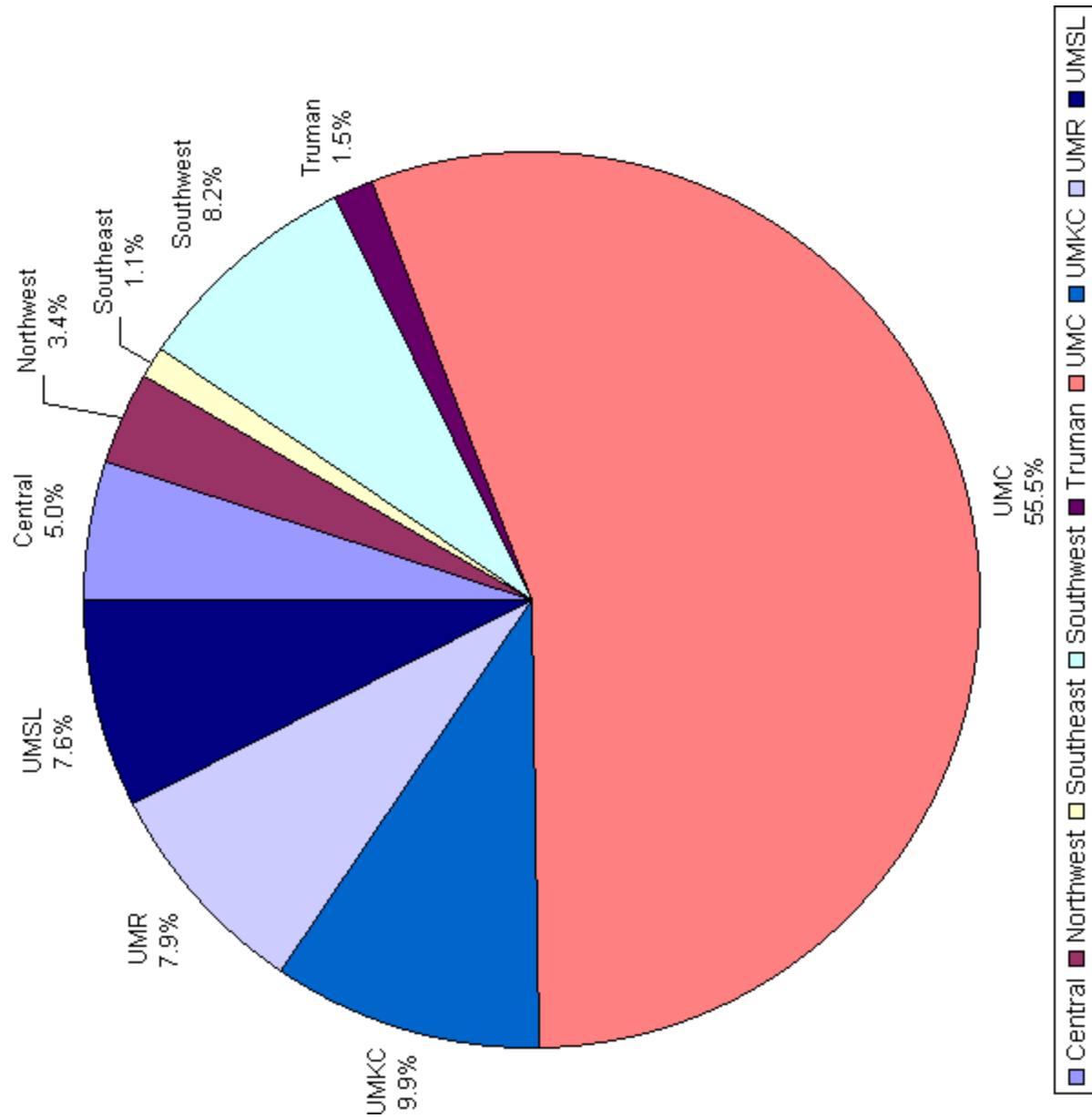
Total Number of GTAs per Fiscal Year



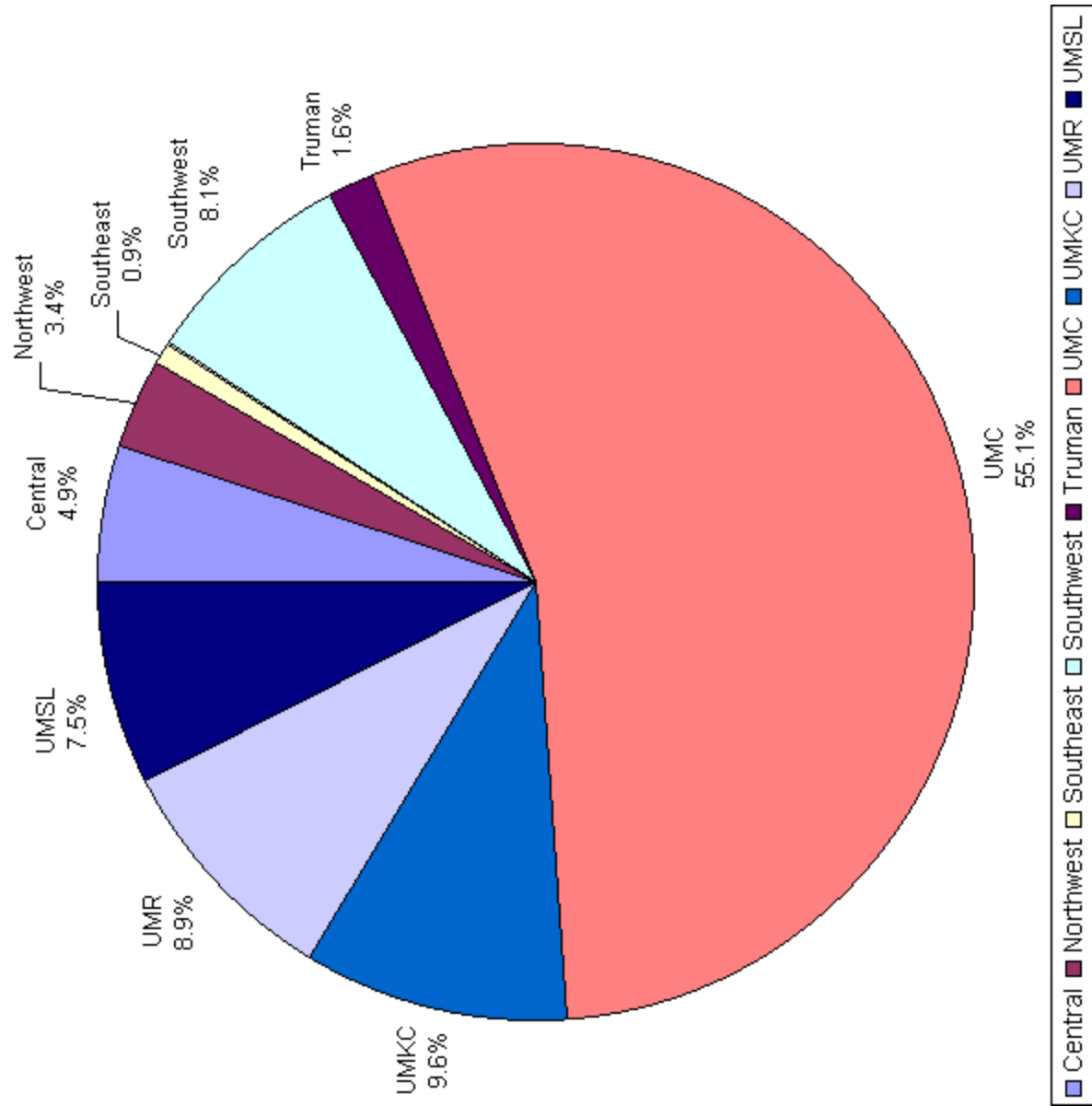
Total Nonnative English-Speaking GTAs by Fiscal Year



Distribution of GTAs per Institution - FY 2003



Distribution of GTAs per Institution - FY 2004



## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Update on Transfer and Articulation Issues  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The CHBE is given responsibility in statute, Section 173.005.2(6) RSMo, to “establish guidelines and to promote and facilitate the transfer of students between institutions of higher education within the state.” In fulfilling this responsibility, the CBHE has utilized a standing advisory committee to ensure that transfer/articulation policies are regularly developed, evaluated, and monitored. The CBHE Committee on Transfer and Articulation (COTA) serves in this capacity. A list of current COTA members is attached. The intent of this board item is to share with the board emerging transfer and articulation challenges and initiatives.

### **Background**

#### **COPHE/MCCA Transfer Discussion**

The COPHE/MCCA subcommittee discussing transfer has identified three lingering transfer challenges and has suggested a common approach for consideration by the Coordinating Board. Under the direction of the subcommittee, Dr. Stephen Lehmkuhle, Senior Vice President, University of Missouri System and member of the committee, has asked that the following statements be considered by the CBHE for incorporation into the transfer agreement either as revisions, an addendum, or clarifying statements to current policy.

- “The declaration that once a student completes an associate degree with the 42-hour general education core, all lower division requirements for general education is deemed to be complete. Any additional lower division requirements must be considered distinct degree requirements or prerequisites for upper division courses in the major. These lower division courses should not add to the total number of hours required for graduation, unless stipulated differently for the purposes of program accreditation.”
- “Students can transfer more than 64 credit hours for lower division courses from either Missouri public associate degree granting or baccalaureate degree granting institutions. Any additional lower division course credits above 64 credit hours must be applicable to the baccalaureate degree or must be a prerequisite for an upper division course in the major.”
- “The policies that distinguish between lower and upper division courses vary among baccalaureate degree granting institutions. The variation results in the cross-labeling of similar courses and can create redundancy in the curriculum of a transfer student (i.e., repeating an upper division course at the receiving institution when the student had completed a course labeled as lower division by the sending institution with the same content and learning objectives). Receiving institutions should

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avoid duplication of learning and effort by transfer students by requiring the completion of a related, but non-duplicative, upper division course that would enrich the curriculum of the student. The analysis of possible duplication of learning and effort of cross-labeled courses is best addressed in the context of articulation agreements between sending and receiving institutions.”

### **Transfer Friendly Institutions**

Dr. Stein reported in December 2004 that suggestions had been made for Missouri to establish a voluntary program whereby the state would develop a set of criteria to use in identifying transfer-friendly institutions. The intent would be to provide this information to prospective transfer students. Coordinating Board members expressed interest in this possibility.

### **Student Transfer from the Proprietary Sector to the Public Sector**

Proprietary institutions continue to discuss challenges faced by students wanting to move from the proprietary sector to institutions in the public sector. The proprietary sector is interested in having more focused discussions about this challenge, including forging a better understanding of the national accrediting groups that accredit proprietary institutions and are recognized by the Council on Higher Education Accreditation.

### **Conclusions**

An efficient and effective transfer and articulation system serves to ensure the cost-effectiveness of and successful participation in Missouri’s system of higher education. The issues identified in this item are all important and should be referred to COTA for review, analysis, and comment.

### **STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board  
Section 167.223, RSMo, High schools may offer postsecondary course options—fees

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

**It is recommended that the Coordinating Board refer the statements on lingering transfer issues submitted by the COPHE/MCCA subcommittee, the potential of establishing a voluntary program for identifying transfer-friendly institutions in Missouri, and the transfer of students from proprietary sector institutions to public institutions to COTA for review, analysis, and comment.**

### **ATTACHMENT**

Committee on Transfer and Articulation Membership

**CBHE Committee on Transfer and Articulation  
February 10, 2005**

**Dr. Karen Herzog (Chair)**

President  
East Central College

**Ms. Karen Finkenkeller**

Director  
ITT Technical Institute

**Dr. R. Alton Lacey**

President  
Missouri Baptist University

**Dr. Stephen Lehmkuhle**

Senior Vice President for Academic Affairs  
University of Missouri System

**Dr. Julio S. Leon**

President  
Missouri Southern State University – Joplin

**Dr. Marsha Drennon**

President  
State Fair Community College

**Dr. James Scanlon**

President  
Missouri Western State College

**Dr. Don Doucette**

Vice Chancellor Education and Technology  
Metropolitan Community Colleges

**Dr. Gregory Fitch (*ex-officio voting member*)**

Commissioner  
Missouri Department of Higher Education

**Support Staff**

**Dr. Robert Stein**

Associate Commissioner  
Missouri Department of Higher Education

**Ms. Laura Vedenhaupt**

Administrative Assistant  
Missouri Department of Higher Education

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Research Update  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The CBHE deals directly with the mission requirements of the public institutions and is engaged with the independent colleges and universities by virtue of statutes. One of the key roles of Missouri's research institutions is being viewed as an economic development driver for the state. In this instance, the commitment in recent history to the life sciences as an economic stimulus prompts the CBHE to periodically hear from the institutions on their efforts.

### **STATUTORY REFERENCE**

Section 173.020, RSMo, CBHE responsibility to identify higher education needs in the state regarding labor force requirements for the development of commerce and industry.

Section 173.030, RSMo, CBHE statutory responsibility relating to institutional mission review.

### **RECOMMENDED ACTION**

This is a discussion item only.

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY 2006 Budget Update  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The FY 2006 governor's recommendations for the state's institutions of higher education remain constant at the FY 2005 level, despite continued strain on limited state revenues and deep reductions proposed in other state programs and organizations.

The FY 2006 governor's recommendations for the administration of the Department of Higher Education (DHE) provide additional funding challenges. During fiscal years 2001 - 2005, DHE has suffered general revenue funding reductions of nearly 40%, with a reduction of over 37% of its FTE during that period. The FY 2006 budget contains reductions of over 40%, with the anticipation of additional general revenue withholdings of 20% beginning July 1. These proposed reductions will require substantial restructuring within DHE while determining the ability of DHE staff to meet mandatory duties and services required by state and federal law.

### **STATUTORY REFERENCE**

Chapter 173, RSMo, Chapter 33.210 – 33.290, Chapter 163.191, RSMo

### **RECOMMENDED ACTION**

This is a discussion item only.

### **ATTACHMENT**

FY 2006 – Governor Recommendations

FY 2006 - Administration
--------------------------

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Coordination Admin - Core	805,825	14.35	931,607	16.35	451,131	7.59	-44%	-47%
Proprietary - Core	158,742	2.60	201,172	3.60	125,241	2.08	-21%	-20%
Grant/Schol. Admin - Core	281,356	4.95	288,926	4.95	123,864	2.00	-56%	-60%
Salary Adjustment	N/A		N/A		5,268		N/A	
Proprietary Bond Fund	100,000		100,000		100,000		0%	
MHEC	82,500		90,000		82,500		0%	
Anatomical Board	3,069		3,069		3,069		0%	
Eisen./Teacher Quality - Core	1,776,425	1.00	1,778,746	1.00	1,776,425	1.00	0%	0%
Salary Adjustment	N/A		N/A		580		N/A	
New Federal/Other Grants	2,000,000		2,000,000		2,000,000		0%	
IT Consolidation*	N/A		N/A		1,151,953	14.81	N/A	
TOTAL**	5,207,917	22.90	5,393,520	25.90	4,668,078	12.67	-10%	-45%

\* Resources reallocated to a new section for information technology that will be under the control of the Office of Administration.

\*\* Totals do not include IT Consolidation amounts since they will be under the control of the Office of Administration.

FY 2006 - Financial Assistance And Outreach
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	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Academic Scholarship (Bright Flight)	15,787,000		15,787,000		15,787,000		0%	
Gallagher Scholarship Program	16,628,436		24,628,436		16,628,436		0%	
College Guarantee Program	8,385,000		25,385,000		8,385,000		0%	
Advantage Missouri Program	164,825		105,000		105,000		-36%	
Public Service Grant Program	60,710		60,710		60,710		0%	
Vietnam Survivor Program	83,570		83,570		50,000		-40%	
Marguerite Ross Barnett Program	425,000		425,000		425,000		0%	
GEAR UP - Core	1,671,212	5.50	1,679,978	5.50	1,656,212	5.50	-1%	0%
Salary Adjustment	N/A		N/A		2,192		N/A	
TOTAL	43,205,753	5.50	68,154,694	5.50	43,099,550	5.50	-0.25%	0%

FY 2006 - Missouri Student Loan Program
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	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Loan Program Admin - Core	12,251,803	56.83	12,338,681	56.83	11,732,606	50.67	-4%	-11%
E-Gov't - Core	437,208	4.50	450,120	4.50	7,661	0.00	-98%	-100%
Salary Adjustment	N/A		N/A		19,018		N/A	
Loan Program Revolving Fund and Other Loan Funds	98,750,000		98,850,000		98,850,000		0%	
<b>TOTAL</b>	<b>111,439,011</b>	<b>61.33</b>	<b>111,638,801</b>	<b>61.33</b>	<b>110,609,285</b>	<b>50.67</b>	<b>-1%</b>	<b>-17%</b>

**FY 2006 - All Institutions**

	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation	% Change from FY 2005
<u>Community Colleges</u>				
Crowder	4,301,655	4,614,454	4,301,655	0%
East Central	5,225,206	5,605,162	5,225,206	0%
Jefferson	7,666,780	8,224,277	7,666,780	0%
Metropolitan	31,851,545	34,167,661	31,851,545	0%
Mineral Area	5,023,128	5,388,390	5,023,128	0%
Moberly	4,854,349	5,259,729	4,854,349	0%
North Central	2,479,665	2,659,976	2,479,665	0%
Ozark Technical	9,363,824	10,336,822	9,363,824	0%
St. Charles	7,013,917	7,828,956	7,013,917	0%
St. Louis	45,799,718	49,130,089	45,799,718	0%
State Fair	5,325,886	5,713,163	5,325,886	0%
Three Rivers	4,232,393	4,608,335	4,232,393	0%
Sub Total	133,138,066	143,537,014	133,138,066	0%
Tax Refund Offset	250,000	250,000	250,000	0%
<b>TOTAL</b>	<b>133,388,066</b>	<b>143,787,014</b>	<b>133,388,066</b>	<b>0%</b>
<u>State Technical College</u>				
Linn State Technical College	4,540,164	4,894,780	4,540,164	0%
Tax Refund Offset	30,000	30,000	30,000	0%
<b>TOTAL</b>	<b>4,570,164</b>	<b>4,924,780</b>	<b>4,570,164</b>	<b>0%</b>
<u>Four-year Institutions</u>				
Missouri Southern	20,862,134	22,165,664	20,862,134	0%
Missouri Western	20,566,117	21,851,150	20,566,117	0%
Central Missouri	53,827,478	57,190,781	53,827,478	0%
Southeast Missouri	43,832,008	46,570,765	43,832,008	0%
Southwest Missouri	79,820,971	84,808,427	79,820,971	0%
Northwest Missouri	29,866,436	31,732,582	29,866,436	0%
Truman State	40,768,154	43,315,472	40,768,154	0%
Lincoln University	16,752,592	17,799,345	16,752,592	0%
Harris-Stowe	9,810,682	10,423,683	9,810,682	0%
University of Missouri	400,819,361	425,863,769	400,819,361	0%
Sub Total	716,925,933	761,721,638	716,925,933	0%
Tax Refund Offset	875,000	875,000	875,000	0%
<b>TOTAL</b>	<b>717,800,933</b>	<b>762,596,638</b>	<b>717,800,933</b>	<b>0%</b>



FY 2006 - UM Related
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	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation	% Change from FY 2005
Hospitals and Clinics	13,135,457	13,962,990	13,135,457	0%
State Historical Society	922,601	980,725	922,601	0%
Alzheimer's Program	227,375	252,639	0	-100%
Mo Rehabilitation Center	10,116,691	10,754,043	10,116,691	0%
State Seminary Funds	1,750,000	3,250,000	3,250,000	86%
Missouri Institute of Mental Health	2,299,850	2,444,741	1,839,880	-20%
Mo Kidney Program	4,016,774	4,269,831	4,016,774	0%
Spinal Cord Injury Research	375,000	400,000	400,000	7%
MOREnet	14,504,401	15,948,178	11,603,521	-20%
MOBIUS	649,539	690,460	649,539	0%
Telehealth Network	0	628,200	628,200	N/A
TOTAL	47,997,688	53,581,807	46,562,663	-3%

FY 2006 - Total Appropriations
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	FY 2005 Appropriation	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	\$ Change from FY 2005	FTE
General Revenue	829,962,313	21.90	888,000,783	24.90	824,859,014	15.82	-5,103,299	-28%
Federal Funds	5,247,637	6.50	5,258,724	6.50	5,250,409	6.50	2,772	0%
Other Funds	220,524,582	61.33	247,717,747	61.33	222,641,269	61.33	2,116,687	0%
TOTAL*	1,055,734,532	89.73	1,140,977,254	92.73	1,052,750,692	83.65	-2,983,840	-7%

\* Totals include resources reallocated to a new section for information technology that will be under the control of the Office of Administration.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Summary of Proposed Legislation Related to Higher Education  
Coordinating Board for Higher Education  
February 10, 2005

### **DESCRIPTION**

The first regular session of the 93<sup>rd</sup> Missouri General Assembly convened on January 5, 2005. Summaries of bills relating to higher education are provided in the attachment.

### **STATUTORY REFERENCE**

Section 163.191, RSMo, and Chapter 173, RSMo

### **RECOMMENDED ACTION**

This is a discussion item only.

### **ATTACHMENT**

Summary of Higher Education Related Legislation

**Summary of Higher Education Related Legislation  
First Regular Session, 93<sup>rd</sup> General Assembly**

**Last Updated: January 28, 2005**

<b>Bill Number</b>	<b>Sponsor</b>	<b>Description</b>	<b>Status</b>
SCS/SB 19	Shields	Renames Missouri Western State College to Missouri Western State University and Missouri Southern State University -Joplin to Missouri Southern State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SB 25	Champion	Renames Southwest Missouri State University to Missouri State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass 01/25/05
SB 36	Nodler	Increases the number of voting members on the governing board of Missouri Southern State University -Joplin	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SB 48	Crowell	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To Senate Education 01/13/05
SB 66	Coleman	Establishes a tuition grant program for children of deceased military members	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05, Hearing Scheduled 02/01/05
SB 68	Shields	Creates a sales tax exemption for certain college athletic events	To Senate Ways & Means 01/13/05, Heard 01/27/05
SB 87	Klindt	Prohibits A+ reimbursements from being issued to any four-year higher education institution	To Senate Education 01/13/05
SB 89	Dougherty	Allows foster children to receive a tuition and fee waiver to attend state-funded colleges and universities	To Senate Ways & Means 01/13/05
SB 91	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To Senate Education 01/13/05
SB 97	Coleman	Renames Harris-Stowe State College to Harris-Stowe State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SCS/SB 98	Champion	Renames Southwest Missouri State University to Missouri State University, Missouri Western State College to Missouri Western State University, Harris-Stowe State College to Harris-Stowe State University and Missouri Southern State University -Joplin to Missouri Southern State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass 01/25/05
SB 105	Bray	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05
SB 114	Champion	Increases the number of members on the governing board of Southwest Missouri State University from 8 to 10	To Senate Education 01/12/05, Hearing Scheduled 02/01/05
SB 160	Bartle	Prohibits human cloning	To Senate Judiciary and Civil and Criminal Jurisprudence 01/24/05, Hearings Scheduled 01/31/05 and 02/02/05

SB 175	Koster	Creates a scholarship program for children of deceased veterans	To Senate Pensions, Veterans' Affairs & General Laws 01/18/05, Hearing Scheduled 02/01/05
SB 195	Graham	Revises certain property and gaming taxes and directs the resulting revenue to several higher education programs including the Missouri College Guarantee Program, the Higher Education Investment Fund and endowed chairs in life sciences at the University of Missouri	To Senate Ways & Means 01/24/05
SB 231	Crowell	Provides procedure for higher education institutions to follow regarding tuition increases. Also requires the University of Missouri to submit a detailed budget with any unexpended balances to be returned to General Revenue	Senate First Read 01/25/05
HB 26	Marsh	Renames Southwest Missouri State University to Missouri State University	Withdrawn 01/19/05
HB 29	Schaaf	Renames Missouri Western State College to Missouri Western State University	House Second Read 01/06/05
HB 94	Cunningham, M.	Establishes a tuition grant program for War on Terror survivors	To House Veterans 01/25/05, Hearing Scheduled 02/02/05
HB 103	Cunningham, J.	Requires governing boards at state colleges and universities to take a roll-call vote on policy matters	To House Higher Education 01/27/05
HB 168	Meadows	Prohibits human cloning	House Second Read 01/16/05
HB 185	Cooper	Creates a scholarship program for surviving children of veterans killed in combat	To House Veterans 01/27/05
HB 220	Moore	Establishes a tuition grant program for children of deceased military members	To House Higher Education 01/25/05, Hearing Scheduled 02/01/05
HB 237	Lampe	Renames Southwest Missouri State University to Missouri State University and increases the number of members on the governing board	Withdrawn 01/20/05
HB 242	Yates	Authorizes a sales tax exemption for tickets to college athletic events	House Second Read 01/19/05
HB 264	Smith, J.	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To House Higher Education 01/27/05
HB 275	Cunningham, J.	Prohibits use of state funding and requires institutions to seek reimbursement for certain health care services at public four-year higher education institutions	House Second Read 01/20/05
HB 285	Marsh	Renames Southwest Missouri State University to Missouri State University	House Second Read 01/24/05
HB 328	Baker	Prohibits public higher education institutions that receive state funds from adopting a discrimination policy that exceeds current federal protections against discrimination	House Second Read 01/27/05
HB 341	Schneider	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	House Second Read 01/27/05
HR 222	Dixon	Proclaims Thursday, March 17, 2005, to be "Southwest Missouri State University Founders Day"	Offered 01/25/05

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Report on Process for Accrediting Teacher Preparation Programs  
Coordinating Board for Higher Education  
February 10, 2005

### DESCRIPTION

Missouri colleges and universities play a significant role in improving teacher quality by preparing new teachers for entry into the K-12 workforce. The intent of this board item is to provide background about the state's structure for ensuring quality in teacher preparation programs and to explore options for a more involved role for the Coordinating Board for Higher Education (CBHE).

#### Background

The assignment of responsibilities for ensuring the quality of the state's teacher preparation programs are best understood within an historical context.

#### **Missouri History Prior to 1940**

- Licensure to teach is associated with passing an examination.
- Eventually, licensure to teach is also associated with completing a course of study and passing an examination.
- Education Conference is used as a planning structure for teacher education—including University of Missouri Dean of College of Education, State Superintendent, and presidents of regional institutions (former normal schools).
- Eventually, independent institutions became part of the Education Conference.
- State Superintendent of Schools was originally elected similar to county superintendent.

#### **Missouri History After 1940**

- State Board of Education (SBE) was established constitutionally in 1945-46.
- **SBE predates formal statewide planning for higher education by 17 years (1962) and formal establishment of CBHE in Missouri Constitution by 27 years (1972).**
- Educational conference was used as a planning group until the establishment of the Missouri Advisory Council of Certification for Educators (MACCE) as a formal advisory group to the Department of Elementary and Secondary Education (DESE), which was established by statute in 1985 (Section 168.015 RSMo).
- MACCE includes 25 persons of whom 15 are active public school teachers. Higher education has approximately five seats on MACCE. The Missouri Department of Higher Education (MDHE) does not have an official seat on MACCE, but it has periodically been invited to attend meetings and at times present agenda items.

- The National Education Association (NEA) and the American Association of Colleges of Teacher Education (AACTE) push for state activity to inform the National Council on Accreditation of Teacher Education (NCATE) decisions. NCATE is the organization that accredits teacher education programs. States are encouraged to formally approve and re-approve teacher preparation programs.

The assignment of statutory responsibilities in Missouri has resulted in some unique and some overlapping responsibilities associated with teacher preparation quality between the SBE and the CBHE.

#### **State Board of Education (SBE)**

- The SBE establishes standards and procedures to evaluate all teacher training institutions in the state for the approval of teacher education programs (Section 161.097 RSMo).
- The statute stipulates that specialized accreditation should not be required (Section 161.097 RSMo).
- The curriculum of the institution must be included in the evaluation process for approval (Section 161.099 RSMo).
- The SBE supervises the issuance of teaching certificates (Sections 161.092 and 161.097 RSMo).
- The SBE establishes exit tests for teacher education programs (Sections 168.400-168.415 RSMo).

#### **Coordinating Board for Higher Education (CBHE)**

- CBHE approves all new programs at public institutions, including teacher education programs (Section 173.005 (1) RSMo).
- The CBHE is also charged with collecting data to develop comparable information (Section 173.005(7) RSMo and Section 173.030 RSMo).
  - Can review existing academic programs, including teacher education
  - Can recommend development, consolidation, or elimination of programs to institutional governing boards

The current Missouri framework for evaluating and approving existing teacher preparation programs involves the following major components:

#### **Licensure to Teach in Missouri**

- The eligibility for individuals to receive licensure is controlled by the SBE.
- Licensure requires that candidates graduate from a state-approved teacher preparation program.

#### **MOSTEP Program Review Standards and Process**

- DESE established and uses the MOSTEP (Missouri Standards for Teacher Education Programs) review process to create the list of approved teacher preparation programs.
- The current MOSTEP standards were established by DESE in 1999.
  - MOSTEP site review uses a peer review process.
  - Team includes four - eight colleagues.

- Members include higher education and K-12 faculty.
- MDHE and DESE have one ex-officio representative each.
- MDHE does not receive final reports or take any action on MOSTEP reviews. Instead, all reports go directly to the SBE for action.

### **Specialized Accreditation**

- While Missouri does not require teacher preparation programs to have NCATE accreditation, the state standards are aligned with NCATE standards, and a joint state/NCATE review occurs for those institutions seeking NCATE accreditation or re-accreditation.
- Most states have established protocols with NCATE. However, New Hampshire and New Jersey do not have such protocol agreements.
- NCATE protocol agreements outline the standards used for reviewing teacher education programs; team composition, roles, and size; training expectations; decision-making processes, report writing responsibilities, evaluation processes, and financial responsibilities.
- Protocols also describe the kinds of preparation needed prior to the on-site visit, reports generated, and resulting actions.
- Protocol agreements generally include two primary partners: NCATE and the state department of education (K-12).
- Colorado's protocol agreement is the only state with a two-way agreement involving a higher education agency.
- A few states, such as South Carolina and West Virginia, have three-way protocols involving K-12, higher education, and NCATE.

### **Review Models for State Approval (accreditation) of Existing Teacher Preparation Programs in Other States**

The methods for evaluating and authorizing teacher education programs vary greatly by state. A few identifiable trends are outlined below.

- **Use of a Separate Board** - Several states have established separate professional standards boards that have program review responsibility for teacher preparation (CA, GA, IN, KY, MN, ND, OK, OR, TX, and WY).
- **Variation in the Level of Higher Education Involvement** - Regardless of the number of boards involved in the process, states differ significantly on the level of involvement that the higher education board exercises in the re-approval of teacher preparation programs that lead to licensure.
  - Higher education agencies have a significant role or overlapping authority in the following states: CO, CN, KY, LA, OK, PA, Puerto Rico, SC, TX, and WV.
  - In the following states, the K-12 department/board has primary responsibility for authorizing the continuation of teacher preparation programs that lead to licensure: AL, AK, AR, DE, HI, IL, IN, IA, KS, ME, MD, MA, MI, MS, MO, MT, NE, NV, NJ, NM, NC, OH, RI, SD, TE, UT, VA, WA, and WI.



- Some states with single PreK-16 or 20 boards are FL, ID, and NY.

## **Conclusion**

The CBHE is interested in increasing successful participation in postsecondary education. This commitment focuses attention on the effect that high quality K-12 teachers can have on improving the preparation of high school graduates for collegiate-level work. Based on assigned statutory responsibilities, the CBHE has had minimal involvement in the state's re-approval of teacher preparation programs that lead to state licensure for new teachers.

The board should review the options outlined in the recommended actions and provide direction to the Commissioner for next steps. The CBHE has leverage to use its existing academic program review process to foster a more engaged relationship to quality assurance processes for teacher preparation programs. This approach, however, would result in creating an additional burden on colleges and universities. Other options include working with DESE within the current statutory assignments to design a more engaged role for CBHE in the existing review process or seeking new legislation to establish an independent board to review teacher preparation programs or to define a more engaged role for CBHE codified in law.

## **STATUTORY REFERENCE**

Section 167.223, RSMo, High School Offerings of Postsecondary Course Options

Section 173.005.2(4), RSMo, Admission Guidelines

Section 173.005.2(6), RSMo, Transfer of Students

Section 173.005.2(7), RSMo, Data Collection

Section 173.020(2), RSMo, Identification of Higher Education Needs

## **RECOMMENDED ACTION**

Several options are outlined for the board's consideration. The board should discuss the advantages and disadvantages of each option and provide direction to the Commissioner for next steps.

### **Option 1—Work within current legislative authority**

- **(A) Work with DESE to redesign the current model of evaluating and authorizing teacher preparation programs**
  - Redesign the state's protocol with NCATE, moving from a two-way agreement (DESE and NCATE) to a three-way agreement (MDHE, DESE, and NCATE). The current two-way protocol between NCATE and DESE has been renewed through 2011. NCATE, however, has indicated that changes in the protocol can be undated at any point, assuming agreement by all parties. This option will require cooperative work with DESE.
  - Increase the involvement of MDHE using the current two-way protocol model. Move the MDHE-appointed member from ex-officio to voting member of the site review team; increase the number of MDHE-appointed members.

- Send the site team report to MDHE first for action then on to SBE for action OR send to both boards simultaneously for independent actions.
- **(B) Work independently to increase involvement in reviewing teacher preparation programs**
  - Use authority for existing academic program review (EAPR) to establish a periodic statewide review of teacher education programs by MDHE with recommendations for actions by the CBHE. (Actions by CBHE would be limited to recommendations to local governing boards for deletion, consolidation, or expansion. This option also holds the potential for performance funding.)
  - Many higher education agencies use productivity criterion to review existing teacher education programs.

#### **Option 2—Propose new legislation**

- **(A) Establish an independent professional standards board**
  - This new board would include a larger role for MDHE.
  - Ten states currently review existing teacher education programs using independent boards.
- **(B) Draft other legislation that includes a more extensive role for CBHE/MDHE in evaluating and authorizing teacher preparation programs.**

#### **MDHE Staff Recommendation.**

**It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to work with the Commissioner of Education and with Presidents and Chancellors of Missouri institutions with teacher preparation programs in redefining Missouri procedures for the review of existing teacher education programs to include a more engaged role for the Coordinating Board for Higher Education. Additionally, commission reports that address ways in which teacher education programs may be strengthened should be examined as part of this discussion. The board further recommends that all revisions be completed in a timely fashion and reported as an update to the Missouri NCATE protocol agreement.**

#### **ATTACHMENT(S)**

None